

NEWARK TEACHERS UNION

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HOW CAN WE USE NJ DOE'S HEALTH AND PHYSICAL EDUCATION CURRICULUM FRAMEWORKS TO IMPROVE 4TH GRADE STUDENT ACHIEVEMENT?

THE NEWARK TEACHERS UNION CAN HELP!

Standard 2.1: Health Promotion and Disease Prevention

All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.

WELLNESS AS A WAY OF LIFE

The major health problems facing our nation today are, in large part, attributable to behaviors adopted during childhood and adolescence (CDC, 1991). Today's children face risks deeply rooted in preventable social, behavioral, or environmental factors. Some of these factors immediately impact the health of our young people (e.g., violence, suicide, drug use) while other factors contribute to health conditions that may not become evident until middle age or later (e.g., cancer, heart disease, osteoporosis). Failure to address these significant health issues at the earliest possible moment may have serious repercussions for students, their families, and the economic health of the nation (Harvard School of Public Health, 1992).

Standard 2.1 seeks to address these concerns by supporting the concept of health promotion and disease prevention. The underlying principle of this *Standard* is that all students need to learn to take responsibility for their own health behavior. It empowers students to practice health-enhancing behaviors that support lifelong **wellness**. Wellness isn't just the absence of disease. It is a way of life that emphasizes preventive measures such as eating a healthy diet, making exercise an enjoyable part of one's life, and following safety guidelines and laws. Wellness means reducing one's risk of contracting a disease, preventing and treating simple injuries, eliminating safety and environmental hazards from one's home and workplace, and learning to appropriately utilize the healthcare system when needed. As health consumers, students need to be able to identify reliable sources of information and be able to access such information. This *Standard* provides students with valuable learning experiences that enable them to initiate and maintain healthy lifestyle practices to support all the dimensions of health.

The health promotion and disease prevention concepts and behaviors included in this *Standard* address multiple, overlapping areas. Many of the cumulative progress indicators are generic; that is, they are designed to support instructional programs that address several health issues. School staff should cross-reference the cumulative progress indicators and sample learning activities with existing instructional programs in social studies, safety, driver's education, environmental science, and family and consumer science, in addition to the other *Comprehensive Health Education and Physical Education Standards*.

The *Standards* do not address specific disease entities such as HIV infection, Lyme disease or cancer. The *Framework* includes sample activities that address some of these issues. Absence of an activity focusing on a specific disease condition does not excuse a district from addressing the broadest range of health issues and concerns. In order to prepare all students to take their place in the adult world, health educators must remain cognizant of emerging health issues and diseases and include them in the school district's health curriculum.

WELLNESS

Indicator 2.1-1: *Describe a healthy child and identify factors that contribute to good health.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: The following activity focuses on the individual strengths of each child. Encourage students to share information about how their culture or ethnic background contributes to being healthy, important, wonderful people.

A. THE MOST WONDERFUL PERSON IN THE WORLD

Pose the following questions and write the responses on the board.

- Who is the most important person in the world?
- Who is the most wonderful person in the world?
- Who is the healthiest person in the world?

Discuss the responses and explain that each student knows the most important, most wonderful, and healthiest person in the world (obviously, you want the children to answer that they are most important and wonderful). Each student develops an “All About Me” booklet using a black-line master for the cover with space to include a photo. Supply pages with headings such as “A Healthy Me,” “A Happy Me,” “A Friendly Me,” or “A Strong Me.” Each page should focus on those things the student likes to do that support wellness. Students use drawings, magazine pictures, computer graphics, or photos to illustrate the booklet and display their books.

Variation: Students create a poster, using a photo or self-portrait, that illustrates three things they do to remain happy and healthy. Students frame the poster with the three positive statements (e.g., I always wear a smile, I always brush my teeth, I like to play with my friends).

[CCWR: 3.10/4.3]

Teacher Tip: The next activity requires the use of scissors and other art materials. Younger students, or those with fine motor coordination delays, may need assistance cutting the object and creating the puppet.

B. GOOD HEALTH PUPPET

For this activity, you need a black-line master of a familiar object (e.g., an apple, a valentine, a circle) with a happy face on it. Begin by asking: “What health habits do you practice every day?” List the responses on the chalkboard. Using the black-line master, students color and cut out the object

and paste the face on a brown paper lunch bag to make a puppet. After the puppets are completed, divide the class into small groups. In each group, students use their puppets to communicate about healthy behaviors (e.g., I always cross at the crosswalk, I always eat my vegetables). After all puppets have had a chance to talk, reconvene the class and have a few volunteers share their puppets' "advice." Add any new ideas to the list of healthful habits already on the board. Display the puppets and allow students to use them on a regular basis to reinforce healthy habits.

Variation: Students select a "healthy" name for their puppet (e.g., Ernie Exercise, Franny Fit, or Wendy Wellness) and share a health habit that relates to the name of the puppet. Videotape the student presentations and use the videos to review and reinforce positive health behaviors.

[CCWR: 3.8/3.15]

C. PATH TO GOOD HEALTH

For this activity, create enough life-size footsteps to form several paths on the classroom floor. Tape the footsteps in staggered positions around the room. Explain that the footsteps lead down the path to wellness and that healthy habits formed now will help students stay on the right path. To illustrate this, students play a game that requires them to demonstrate how much they know about being healthy. Divide the class into two teams with each team forming a separate line. One at a time, students offer a tip about good health (e.g., brush your teeth, don't eat junk food). Teams alternate responses and with each new response, team members move up one footstep. At the end of the path, students write a response to this statement: "I can follow the path to good health by..." and share their responses.

Variation: Write a trigger word on each footstep (e.g., teeth, danger, food). All footsteps dealing with one category of health are the same color.

Variation: Divide the class into two teams. Ask each team a health question. If the question is answered correctly, team members move forward on the path. If the question is answered incorrectly, the team moves backward. First team to complete the path wins a healthy prize. Alternatively, award points for each correct answer, calculate team total points and reward the entire class periodically for reaching point totals (e.g., 20 points wins 10 minutes of free time, 50 points wins 30 minutes of recess, or 100 points wins a healthy snack day).

[CCWR: 3.12/4.2]

Teacher Tip: For the following activity, use dental health models and charts to illustrate oral anatomy and effective oral hygiene. Students may want to share stories about people with false teeth. Emphasize that nothing works as well as the "real thing."

D. DENTAL CARE TIMELINE

Pose this question to the class: "What is something you all have now that you did not have when you were born?" Provide clues to lead the class to answer "teeth." Explain that humans need their teeth for a long time. People must take care of their teeth so they will still be useful as they get older. Provide students with cardboard patterns of an individual tooth. On each tooth pattern, students write an event, activity, or habit involving the care of teeth, such as the following:

- | | | |
|----------------------------|---|----------------------------------|
| ■ Getting the first tooth | ■ Taking care of baby teeth | ■ Learning to brush teeth |
| ■ Flossing | ■ Protecting teeth with fluoride | ■ Having sealants applied |
| ■ Getting orthodontic work | ■ Eating a diet with sufficient calcium | ■ Having regular dental checkups |
| ■ Filling decayed teeth | | |

On the chalkboard, draw a time line from babyhood to adulthood. Students place the tooth patterns in the appropriate areas of development. Correct any misconceptions or errors. Using magazines or newspapers, students locate pictures of adults and children taking proper care of their teeth and create a class collage with a caption such as “Don’t Lose Your Teeth—Take Care of Them Now!”

[CCWR: 3.1/3.15]

E. HEALTH PUZZLE

Prepare a black-line master of a shape or object, such as a heart, triangle, or rectangle. Divide each shape into several irregular sections to form a puzzle. Give each student a puzzle sheet and have him or her illustrate a positive health behavior in the shape (e.g., brushing teeth, eating fruit, wearing safety equipment). After completing the picture, students glue the illustration on oak tag or construction paper and then cut the puzzle on the sectioned lines. Students exchange puzzles and try to guess the health behavior. After students have had a chance to solve several different puzzles, students place their own puzzle pieces in an envelope. On the front of the envelope, students write a brief clue about the puzzle for his/her parent or guardian (e.g., if the puzzle illustrates eating vegetables the clue might be “you’ll be green with envy when you solve my puzzle”). Students take the puzzle home and share with family members.

[CCWR: 3.2/3.12]

F. BUILDING THE PYRAMID

Brainstorm favorite foods and write on the board. Ask the students if all the favorites they have mentioned are healthy and good for them. Tell them that nutrition specialists have devised an easy way to decide if you are getting enough healthy food in your diet—they devised the **Food Guide Pyramid**. Display a large poster or model of the Food Guide Pyramid and introduce each of the areas. Then distribute pictures of various food products to each student (cardboard food pictures are available from the Dairy Council, or use pictures cut from magazines). In turn, each student states the name of his/her food item and attempts to place it in the appropriate area of the Pyramid. (Draw a Food Guide Pyramid on the chalkboard or have a second large poster available so students can attach their food pictures to the correct area.) As students become more familiar with the Food Guide Pyramid, they can indicate the correct number of servings. Correct any errors, summarize, and conclude by asking each student to appropriately color a black-line master of the Food Guide Pyramid and finish this statement: “I will build a strong body by...”

Variation: Hold a healthy snack day. Students identify the type of food and where it fits on the Food Guide Pyramid. Be sure to include new foods and ethnic and cultural items as part of the activity.

Variation: Divide the class into small groups. Each group assembles a food folder that contains pictures from magazines and newspapers representing foods in the various sections of the Food Guide Pyramid. Each group uses the pictures to design a Food Guide Pyramid collage or papier-mâché model.

Variation: Students record all food eaten for a five day period and then try to match the foods on their list with the recommendations on the Food Guide Pyramid.

Variation: Outline a large Food Guide Pyramid on the playground or gym floor. Announce the name of a food. Students move to the correct place on the pyramid and perform an exercise that represents the recommended number of servings for that food.

[CCWR: 1.12/3.2/3.12/3.15]

WELLNESS

Indicator 2.1-1: *Describe a healthy child and identify factors that contribute to good health.*

SAMPLE LEARNING ACTIVITIES: 3-4

A. WELLNESS PLAN

Place the following items on a table or desk in the front of the room: towel, soap, comb, toothbrush, book, and pillow. Volunteers select one of the objects and describe how the object contributes to **wellness**, then places the object in a large, decorated box labeled “Good Health” or “Wellness.” After all the items have been described and placed in the box, brainstorm a definition of wellness. Write the students’ ideas on the board. Each student creates a written plan focusing on an important health skill. Divide the class into small groups and allow students to share their plans. Students report on their progress during the week. After a designated time period, students write a short note to their parents announcing their accomplishments related to the plan.

Variation: Organize students into groups with similar goals. Students track progress towards their goals, provide support and suggestions, and report to the class at the end of the project on individual and group accomplishments.

Variation: Label the health items and “Wellness” box in another language. Students write a pledge, in both English and a second language, to reach a health goal.

[CCWR: 4.1/4.2]

Teacher Tip: Some students may not have photos available for the next project. Teachers can take candid shots of students in the classroom. If the local high school or adult school has a photography class or club, perhaps club members can take student photos. This activity is an excellent icebreaker activity or can be used during the school year if new students enroll in the class.

B. SHINING STAR

Explain that you are closing the shades and turning off the lights in the room. Tell students to remain

silent. Shine a flashlight and explain that the light represents a single shining star. Students discuss what they know about stars and then discuss how the word “star” may be used in other contexts (e.g., baseball star, movie star, all-star). Ask: “Why do we use the word that way?” Lead students to the response that a star is often used to describe someone that “shines”—one who is extraordinary or very special. Tell students that all of them are stars. Turn on the lights and distribute a cardboard star, large enough for each student to affix a photo of himself/herself in the center. Each student writes a brief paragraph explaining one or two reasons why he/she is a star. Display the shining stars and paragraphs as part of a classroom galaxy or create shining star mobiles to hang in the classroom.

Variation: Students design a star for a classmate and use it to introduce the student to the class, sharing the individual’s star qualities.

[CCWR: 3.10/4.3]

C. SUPER HERO FOODS

Write the words “super heroes” on the board and ask what these heroes do. One of the ideas should be related to protection or protecting people from the “bad guys”. Tell students that we call things that keep us safe **protectors**. Explain that there are certain foods that protect our bodies from diseases, such as cancer or heart disease, and that healthy people eat more of those foods for added protection. Divide the class into two teams. On chart paper, one team writes the names of as many vegetables as they can think of while the other team lists as many fruits as they can think of. Give each team about 3 minutes, verify the responses, and post the lists. Draw attention to some of the less-common fruits and vegetables on the list. Provide students with resource materials so each team can review their lists and indicate if the fruit or vegetable is high in vitamin C or vitamin A. Discuss which fruits and vegetables are the best protectors and why. Poll the class to determine how many students actually eat at least one serving of fruit and one serving of a vegetable per day. Relate the discussion to a review of the Food Guide Pyramid.

[CCWR: 3.12/4.2]

Teacher Tip: An assortment of fruits and vegetables are needed for the next activity. If school policy does not permit a request for parental assistance to secure the food items, solicit donations through the PTA or local merchants. Include unusual items for the activity, and be sure to check with the students and the school nurse regarding allergies to specific fruits and vegetables. Be sure students wash their hands prior to this activity.

D. RATING THE SUPERHERO FOODS

Wash and cut fruits and vegetables into small pieces and place on serving trays. Display the cut-up fruits and vegetables attractively at several stations around the room. For each fruit or vegetable, you need a brown paper lunch bag with the name of the item on the outside. Students move from station to station tasting and rating each item. Give each student a rating sheet that provides a scale of 1 (not so good) to 10 (great) for each item displayed. Encourage students to try new items. Circulate and reinforce the importance of protector foods. After the students have tasted and rated all the foods, each student deposits his/her rating sheets in the corresponding brown paper bags. Divide the class into small groups and give each group several of the bags to tabulate the ratings. Create a large chart or poster with the ratings and summarize. Students complete a journal entry outlining three things they learned about health protectors.

[CCWR: 3.2/3.7/3.9/3.12]

BODY SYSTEMS

Indicator 2.1-2: *Describe the basic structure and function of human body systems.*

SAMPLE LEARNING ACTIVITIES: K-2**A. HEART HEALTHY**

Trace a body outline and attach it to a wall in the classroom. Ask a volunteer to place a picture or drawing of a heart in the correct location on the outline. Ask each student to place a hand over his/her heart to feel it beating. Use a stethoscope to allow each child to hear his/her own heartbeat and that of another classmate. Explain that the sound means that the heart (a pump) is pumping blood throughout the body. Explain that blood carries important things like oxygen to all parts of the body. Ask students what they do to keep their muscles in shape. Make the connection that exercise for the body is exercise for the heart and explain how exercise helps the heart to pump more effectively. Brainstorm other ways to keep the heart healthy and list them on the board. Finish the activity by having each student write “I will keep my heart healthy by...”

Variation: Create a smock or apron with Velcro attached in areas where important body organs are located. Laminate pictures of body organs and have students attach the pictures to the smock using the Velcro. Talk about how the body organs work together to keep you healthy.

Variation: Pair students and give each student a large sheet of chart paper and markers. Partners outline each other's body on the paper and then draw designated body organs (e.g., brain, heart, stomach) on the outline. Each pair locates pictures in magazines that illustrate positive health behaviors and activities that have a healthy effect on body organs (e.g., exercising, eating fruit, not smoking). Students arrange the pictures around their body outline. Display the student work and use it to review the location and role of body organs and systems.

[CCWR: 3.2/3.7/3.12/3.15]

Teacher Tip: Care should be taken when discussing physical differences in families. Be aware of concerns about hereditary conditions that may cause disease or result in disabilities. In addition, be sensitive that some students may not live with or have contact with family members; in such circumstances, provide the student with support and alternative assignments, without drawing attention to the student's concerns.

B. AS I GROW UP

Hang a clothesline from one end of the classroom to the other. Bring in clothing of various sizes from infant to adult and hang the clothes on the line in “chronological” order. Ask students: “What is different about the clothing? Can you tell how old the person was who wore the clothing?” Lead students to a discussion of growth and explain that all of us wore very small infant clothes at one time. Ask the students: “Do people change as they get older? How?” Again, focus the discussion on inside and outside changes that occur during the various stages of one's life. Ask students: “How have you changed from preschool? From last year? From last month? Since yesterday?” Explain that as people

change, they also learn new things that help them stay healthy and happy. Students write a brief prediction of how they think they will change by the end of the school year. Keep the predictions and use them to reexamine the topic of growth at the end of the school year.

Variation: Students draw a family portrait and discuss family traits, such as blue eyes or being tall.

Variation: Students role-play (“dress up”) in adult attire and tell their classmates what they think they will be when they grow up. Students draw a “Then and Now” picture describing their predictions. Older students write a brief paragraph describing the portrait.

[CCWR: 3.2/3.7/3.12]

C. MUSCLE STRETCH

Children often have the mistaken belief that only strong people have “muscles.” Explain that all human beings have muscles that help us to do work. Demonstrate various important muscle groups using a chart or body model. After students have explored the purpose of muscles and how they work, explain that muscles need to warm up before using them. Ask if students participate in a warm-up before playing a sport or dancing. Tell students that warming up will give muscles a warning that harder work is coming. Demonstrate this by using two ropes of twisted licorice. Keep one rope in the freezer overnight (until class time) and keep the other in a warm place. Explain that the two licorice twists represent their muscles and that the licorice muscles are needed to run. Move the two sticks. The frozen one will snap while the warm one will remain pliable. Explain that the softer licorice stick was “warmed up” and did not break while the other rope was not ready for action and subsequently became “injured.” Ask students: “How do your muscles work best? What do you need to do to insure that your muscles do not get injured when getting ready for a run, a sport, or a game?” Lead the class in a brief stretching routine, performed to music. Include this as part of the daily routine and ask different students to lead the stretch. Emphasize the benefits of stretching to relieve stress when sitting in one spot for a long time or working on a difficult problem or assignment. Demonstrate mini stretching routines that can be done at one’s desk during the school day.

Variation: Instead of licorice use rubber bands (be sure they have been kept at room temperature). Attach the rubber bands to a doorknob or other fixed object and show how the rubber band can revert to its original shape as long as it is “warmed up.”

[CCWR: 3.6/3.7/3.13]

BODY SYSTEMS

Indicator 2.1-2: *Describe the basic structure and function of human body systems.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Be sensitive to students with disabilities or health conditions. Do not use them as examples and do not exclude them from the discussion. Emphasize the many similarities between students of the same age and grade.

A. PHYSICAL CHALLENGE AWARENESS

Share a poem, story, or video about a young person with a disability or chronic health condition (such as *Four Eyes* from the Fat Albert Series, *Kids in Wheelchairs* available from the University of Colorado, Health Sciences Center, School of Nursing). Ask students to relate how they felt about the characters. Lead into a definition of **disability** and **physical challenge**. Explain that in spite of disabilities or chronic health conditions, all children are the same—they have feelings, they want to learn, be liked, and have fun. At various stations around the room, place the directions and equipment necessary to simulate a variety of disabilities. Stations might include the following situations:

- Give students a deck of cards to play a game of Go Fish. One student in the card game must play blindfolded, with another student acting as his/her eyes. Another card player is permitted to use only one hand to hold the cards. Another player may use two hands, but they are both covered with socks.
- Students prepare a simple meal. One student must open a milk carton with one hand or while wearing gloves. Another student measures items into a bowl while wearing eyeglasses smeared with petroleum jelly.

After students have spent a few minutes at each station, reconvene the entire class for a discussion of the challenges and obstacles experienced. Ask: “How do people with disabilities or chronic health conditions overcome the obstacles and frustration?” Students complete the activity by finishing the following statement: “I can be more sensitive to the needs of others by....”

Variation: Invite a panel of individuals with disabilities or health conditions to discuss their challenges, frustrations, and solutions. Students write questions, in advance, for the panelists and write a brief reaction at the conclusion of the presentations.

[CCWR: 3.2/3.6/3.7/3.9/3.12]

Teacher Tip: Be sure that lessons discuss cellular systems, body defenses, and integrated organ systems, not just individual organs. Collaborate with the science teacher to reinforce each other's instruction. Use similar terminology and share resources such as CD-ROMs, models, and videos.

B. SYSTEMS THAT WORK TOGETHER

Brainstorm the names of various body systems and write them on the chalkboard. Students work in pairs to discover information about one assigned body system and develop an oral presentation using charts, pictures, computer graphics, or models. Frame the assignment by giving each student a list of specific questions to answer about the assigned body system.

Variation: Working in small groups, students create a graphic organizer on a body system. Each group uses the organizer to teach the rest of the class about their chosen system.

[CCWR: 2.7/2.8/3.2/3.4/3.5/3.15]

C. HUNTING GROUND

For this activity, set up five or more body organ or system stations (e.g., a station for skin, lungs, bones). At each station, provide an assortment of reading material, worksheets, models, video, or computer programs on the body organ or system. Students brainstorm questions about their bodies and seek the answers to the questions via a quest, visiting each station to hunt for the answers (you may want to add a few questions of your own). Students write a summary of the activity, including the answers to the questions.

Variation: Design several stations that focus on the various parts of one system (e.g., white blood cells, red blood cells, and platelets as part of a blood station project).

[CCWR: 2.7/3.2/3.7/3.8/3.12]

Teacher Tip: It is important for students to understand the interrelationship of all body systems, not just those most commonly discussed like the heart and lungs. Correct information about body systems becomes increasingly important as students begin to experience the signs of impending puberty.

D. BODY SYSTEM PUPPETS

This activity is adapted from *The Organic Puppet Theatre* by Terry Schultz and Linda Sorenson. The book describes a number of creative projects to illustrate the functions of various body parts. This activity focuses on the stomach. For this activity, you need plastic page protectors, tape, self-sealing plastic sandwich bags, crackers, and water. Provide students with a black-line master of a stomach (with a smiling face). Students cut out the stomach and color it. Next, take a plastic page protector and cut it in half. Roll it up from the short end to make a plastic tube with a diameter about the size of a quarter. Tape the ends securely. Cut a hole about the size of a quarter in the middle of the plastic tube. Next, take a self-sealing sandwich bag and cut 2 slits below the self-sealing line so the tube can slide right in. Place the plastic tube in the bag through the slits. After discussing the role of the stomach, help the students tape the stomach puppet to the back of the sandwich bag so the smiling stomach shows through the bag. Hold the puppet by the tube and fill the bag with water. Seal the bag. Give each student three or four crackers and allow them to eat one or two. Students see, via their puppet, what is happening to the crackers they are eating. Crumble the crackers and start pushing the pieces down the tube. Explain to the students that this simulates crushing food with your teeth and that saliva from your mouth helps to soften the food before it enters the stomach. Students watch as the crackers mix with the “stomach juices” (the water). Discuss the process of digestion and the role the stomach plays in maintaining wellness.

STANDARD 2.1: HEALTH PROMOTION AND DISEASE PREVENTION

Variation: Students create an entire body of puppets and stage a puppet show based on an original informational story developed in round-robin fashion by the class.
[CCWR: 3.2/3.15]

E. THERE'S A SKELETON IN YOUR CLOSET!

Using models, pictures, and X rays, students compare the human skeleton to the skeleton of various animals. Students create a comparison-contrast chart describing the similarities and differences.

Variation: Invite a radiologist or X-ray technician to discuss skeletal structure and diagnostic tools (e.g., X rays, MRI).

Variation: Students create a class skeleton. Each student is assigned a bone or joint, researches information about the location and purpose of his/her assigned body part, and prepares a brief description on an index card. Students create their "bone," place it in the correct location on the class skeleton, and discuss the information on their card.

Variation: Develop a "Jeopardy" game using information about the musculoskeletal system. Include information on the effects of diet and exercise on bone development, safety issues, and simple first aid for injuries.

[CCWR: 2.6/2.7/3.8/3.9/4.2]

RESPONSIBLE BEHAVIOR

Indicator 2.1-3: *Identify and demonstrate responsible health behaviors for children.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Correlate the following activity with a science lesson that demonstrates how soap molecules break up oily substances. Use dish washing and laundering clothes as examples.

A. WASH AWAY THOSE GERMS

Brainstorm responses to this question: "When should you wash your hands?" and write the responses on the board. Ask for a volunteer. Rub petroleum jelly on the student's hands as you explain that all humans have oils on the surface of their skin and that the jelly represents the oils. As the volunteer places his/her hands in a dish that contains sand, tell the rest of the class that the sand represents the many germs that live on objects, on our skin, and in the air all around us. The student rinses his/her hands in a bowl of water, without using soap, and then shows the class the oil and sand remaining on the hands. Ask the students: "What does this tell us about the germs on our hands? What do we need to do to really get our hands clean?" Now have the volunteer wash his/her hands in warm water using soap. Ask the students to describe the difference. The school nurse demonstrates proper hand-washing techniques and allows each child time to practice.

[CCWR: 3.6/3.7/5.6]

Teacher Tip: Proper hand washing cannot be stressed enough. Be sure students have an opportunity to wash hands prior to eating or handling food. Be sure soap, warm water, and paper towels (or electronic dryers) are available in all school bathrooms.

B. BEWARE: BODY FLUIDS

One hour before the lesson, prepare a shiny red apple by cutting a small plug from it. Save the piece to be reinserted. Place several drops of red food coloring inside the apple and replace the plug so the cut is not obvious. At the beginning of the class, introduce the class to the apple (you may put a smiley face on it if you like). Be sure to hide the area previously cut. As you circulate around the room, ask if any students would like to take a bite out of this nice, juicy apple. When you finally get a volunteer, stop and show the class the inside of the apple and ask if that's the normal appearance for an apple. Lead to the point that you can't make a judgment based on appearances. When you look at some people, you might never know by their outward appearance that they have a disease or health condition that could be spread to others. In some cases, people don't even know themselves if they have a disease. Draw an outline of the human body on the board and indicate the various kinds of body fluids that students might come in contact with. Talk about the kinds of injuries that might occur on the playground or bus where a student might bleed or times in class when students might spread germs through sneezes or coughs. Discuss the proper procedures when dealing with such incidents.

Variation: Invite the school nurse to speak to the class about ways students should deal with specific incidents in school that involve blood or other potentially infectious fluids. Use a series of photographs or illustrations that show a common incident. Students match an incident card with a correct response card.

Variation: On a visit to the local hospital, healthcare providers explain the importance of hand washing, wearing gloves, and sterilizing equipment. In the lab, technicians show students cultures from an employee's hands and objects so students can visualize bacteria.

[CCWR: 3.7/3.12/5.6/5.9]

C. SPREAD IT OUT

Ask the students: "What do you think is in the air you breathe?" List their responses on the board. Turn out the lights and turn on a light source such as a flashlight, slide projector, or overhead projector lamp. Students observe the beam of light and describe the "dust" particles that are visible in the beam. Explain that we can see these particles but there are millions of other particles so small we cannot see them with just our eyes. Some of the particles might be very small viruses that we breathe in or ingest from our hands. Sometimes people sneeze and the particles are spread out further. Spray a fine mist of colored water to illustrate this point. When someone sneezes, the particles land on objects in the room, such as the table, your pen, or your sandwich. Your body has a very strong immune system designed to fight off those germs but sometimes it doesn't work as well as it should. Students write at least three rules that will help prevent the spread of germs.

Variation: Students create a poem or song about preventing germs. Titles might include "OOPS, I Sneezed On You, What Are You Going to Do?" or "Wash Those Germs Away."

Variation: Students create an "anti-germ" poster illustrating ways to prevent the spread of germs.

[CCWR: 3.7/3.15/5.6]

D. GO...NO GO

Before this activity begins, place a red “Stop” sign in one corner of the room, a yellow “Caution” sign in another corner, and a green “Go” sign in another corner. Introduce the lesson by asking which color on a traffic light means stop, which means caution (slow down), and which means go. Using situations similar to the ones below, read one situation at a time. Students decide if germs could be spread. If so, students move to the “red stop” corner. If the situation is a healthy one, students move to the “green go” corner. If they are unsure, students move to the “yellow caution” corner. (If too many students opt for caution, remove the caution sign and force them to make a choice) Examples of situations might include:

- Sharing a bottle of soda with a friend.
- Sharing an ice cream cone with your sister.
- Giving a friend half of a candy bar.
- Staying home from school because you have a cold.
- Covering your mouth and nose with a tissue when you sneeze.

Variation: Instead of having students move to a corner of the room, prepare three circles, one of each color. Students hold up the appropriate color for each situation.

[CCWR: 3.10/3.12]

E. WAYS I EXERCISE

Give each child a sheet of construction paper and have him/her fold the paper into four sections. Students illustrate each of the following in a section: Outdoor Exercise, Indoor Exercise, Favorite Exercise, and Family Exercise. Students share their pictures and create a class list of their favorite forms of exercises with classmates. Invite the physical education teacher to discuss the benefits of exercise and to demonstrate several simple forms of exercise that can be accomplished right in the classroom.

[CCWR: 3.15]

Teacher Tip: Correlate the next activity with a science lesson on energy. Establish the connection between energy and the ability of the body to do work—and remain healthy.

F. RECHARGING THE BATTERIES

Bring a battery-powered toy to class. Demonstrate the toy with fresh, highly energized batteries. Students describe the actions of the toy. Then replace the batteries with older batteries. Again, students observe the actions of the toy. Explain that batteries are like our energy level and that we need fuel (food) and rest to keep our “batteries” charged. Students create a poster, refrigerator magnet, or laminated wallet card that reminds them of three ways to recharge their batteries.

[CCWR: 3.7/3.9/3.15]

RESPONSIBLE BEHAVIOR

Indicator 2.1-3: *Identify and demonstrate responsible health behaviors for children.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: If you teach the following lesson early in the year, continue to emphasize sound nutritional choices throughout the school year. At the end of the school year, repeat the food log activity and have students match their new choices with those from the beginning of the year. Students evaluate and rate their progress.

A. THINGS THAT INFLUENCE WHAT YOU EAT

Brainstorm the reasons why people eat (e.g., they're hungry, it feels good, mom makes me) and list on the chalkboard. Tell students that all of these are very real reasons why people chose to eat but they might not always be the best reason to eat. Explain that all of us experience both **internal** and **external influences** that cause us to do the things we do (define the terms). Develop two graphic organizers, one describing the external influences (e.g., food supply, income, social settings, ads, culture) and the other the internal influences (e.g., hunger, nutrition, exercise, rest, general health, smell, taste, texture, shape, temperature, family preferences, peer preferences, appetite, feelings, body image, attitude). Discuss situations in which these influences play an important role in the selection and consumption of food. Students keep a food log for 5 days. At the end of 5 days, divide the class into small groups and allow students to discuss the most common influences on their food decisions. Each group tabulates the most common foods eaten, the most common location, the most common time, and most mentioned feelings associated with eating. Reconvene the entire class and discuss the findings, relating the ideas to the impact of external and internal influences on food choices. Students conclude this activity by writing a paragraph on how they will use this information to make better and healthier food choices.

[CCWR: 3.2/3.8/3.12]

B. PYRAMID CONSTRUCTION

Students create a Food Guide Pyramid model (or design one using a computer program) and list foods that are appropriate for each section of the pyramid. Students can use clip art, magazine pictures, or drawings to enhance their pyramid.

Variation: Share the "Dietary Guidelines for Americans". Explain that there are many national health organizations that collaborate to provide citizens with up-to-date information about nutrition and health. An easy way to remember the guidelines is through the Food Guide Pyramid. Ask students: "How does healthy eating contribute to overall wellness? How do you feel when you eat healthy versus when you eat too much junk food?" Correlate healthy eating with increased energy levels, the body's ability to fight off simple diseases, and more efficient and productive use of muscles. Give each student a copy of the pyramid to complete the chart with appropriate representative foods for each section.

Variation: Divide the class into small groups. Students review magazines for pictures of foods that are representative of categories in the Food Guide Pyramid and create a collage of the pyramid.
[CCWR: 2.8/3.12/4.2]

Teacher Tip: Prior to the next activity, use worksheets and models to review the anatomy of a tooth.

Teacher Tip: As a result of these activities, you may become aware of students with poor oral hygiene who have never visited a dentist. Be sure to relay your concerns to the school nurse who may be able to facilitate dental care for those in need of financial assistance. The school may participate in a fluoride rinse program. If so, invite the school nurse to discuss the program.

C. A HARDENING EXPERIENCE

Ask the students to close their eyes and imagine that they had no teeth—none at all! After the giggles, tell students to open their eyes. Brainstorm how having no teeth would affect their everyday life. Explain that students must take care of their teeth so they will last a lifetime. Define the term **decay** and explain that you will show the class an experiment that demonstrates how important caring for teeth is. Place a whole egg in a glass filled with vinegar. Place a second whole egg in a glass of water containing fluoride (check with a local dentist for help if your water is not fluoridated). After the eggs have been submerged for some time, remove the first one, wipe it dry and have students feel the shell. The shell of the egg submerged in the vinegar will be soft. Then remove the egg submerged in the fluoridated water. The eggshell should be tough. Ask students: “What does this experiment tell you about how fluoride protects your teeth? Where can you get fluoride for your teeth?” Show students several dental-care products containing fluoride. Explain that another source of fluoride is at the dentist’s office. Students generate a list of things to prevent tooth decay and keep their teeth strong.

Variation: Invite a dental hygienist or dentist to discuss regular dental care, toothbrushing, flossing, and nutrition that support healthy teeth.

Variation: Bring in empty dental-care product packages (e.g., toothpaste, mouthwash, dental rinses). Students read the labels and identify the common ingredients in each. Is fluoride always present? Why are some toothpastes not recommended for children?

Variation: Students investigate whether the water is fluoridated in their community and surrounding communities. Students determine what individuals should do to promote healthy teeth in communities where the water is not fluoridated and create a poster or pamphlet educating the community about the need for fluoride.

[CCWR: 3.6/3.7/3.12]

D. TIC-TAC-TOE SAFETY GAME

Draw a large tic-tac-toe grid on the chalkboard. Divide the class into two teams as in the traditional game. Play progresses by asking each team member a health and safety question. Be sure to include demonstration and performance-related questions, not just factual information. If the team member responds correctly, the team places an “X” or an “O” in a box.

Variation: Instead of using the chalkboard, take the class outdoors and draw the grid on the playground. Team members can act as “Xs” and “Os” and occupy spaces in the grid.

Variation: Play the game on a baseball diamond. Each correct response takes a base and the team scores runs. The team scoring the most runs in a specified period of time wins the game

[CCWR: 3.12/3.13]

E. EVERYTHING I NEED TO KNOW TO STAY HEALTHY

Divide the class into small groups. Each group brainstorms tips to stay healthy—as many ideas as they can during a set time period (3-5 minutes). Reconvene the class and create a master list of tips. Organize the tips into categories (e.g., safety, nutrition, exercise). Use these ideas to create a tip of the day which can be used on bulletin boards, or to trigger journal-writing activities.

Variation: Incorporate the health tips into the school’s daily announcements.

[CCWR: 3.8]

ILLNESS AND INJURY

Indicator 2.1-4: *Explain how childhood injuries and illnesses can be prevented and treated.*

SAMPLE LEARNING ACTIVITIES: K-2

A. BIKE SAFETY

Ask how many students regularly ride a bicycle. After a show of hands, tell students that riding a bicycle is a big responsibility and you want them to be safe every time they ride. In order to be safe, there are important things they need to know about the bike itself and about the rules of the road. Brainstorm important rules for safe bicycling. After some discussion, give the students a diagram showing the location and names of important parts, such as brakes, chain guard, and tires. Students compare the diagrams to a real bicycle, locating the important parts and safety features. Explain that just like a car, a bike needs to have certain safety equipment. After students have matched the parts on the diagram with the bicycle, ask the class what is the most important piece of safety equipment not on the bike. After students answer “helmet,” emphasize laws that require wearing a bike helmet and explain why wearing a helmet is so important. To complete this exercise, students complete the following safety rules as rhymes:

STANDARD 2.1: HEALTH PROMOTION AND DISEASE PREVENTION

- A safety helmet will help protect me...
- Riding in traffic is really unsafe...
- Keeping my bike in tip-top shape...
- Follow the rules of the road when you ride your bike...

Variation: Invite a bicycle-racing enthusiast to demonstrate a racing bike and personal safety equipment.

Variation: Coordinate this lesson with a bicycle rodeo. Invite a police officer to discuss the importance of following the rules of the road and wearing a helmet.

Variation: Modify the activity for use with skateboards and in-line skates.

[CCWR: 3.7/3.12/5.1/5.5/5.8]

Teacher Tip: Choose recreational activities that are common to the community. For example, in a town with a lake, place a strong emphasis on water safety or ice skating safety. In a more urban area, choose activities that emphasize traffic safety, playground safety, or the avoidance of violent activity.

B. STAY SAFE

Write the word **SAFE** on the chalkboard in very large letters. Ask the class what it means to be safe. Tell them they are going to always remember what the word safe means because each letter in the word has a special meaning. After each letter write:

S	=	STOP!
A	=	AVOID THE SITUATION.
F	=	FIND AN ADULT.
E	=	EXPLAIN WHAT YOU SAW.

Divide the class into four groups and assign each group one letter of the word safe. Groups create a collage for the letter, share, and discuss.

Variation: Students write an acrostic poem using the letters in the word safe. Students can also write a poem for words such as seat belt, bike helmet, or crosswalk. Students choose a picture or create an illustration for the poem.

[CCWR: 5.3/5.5/5.6]

Teacher Tip: Many students at this level have a very basic understanding of the word *defense*. Some children will understand the concept because they participate in sports activities such as hockey or soccer. Use the sport defense concept to explain how the body's defenses keep unwanted germs out of the body much like a goalie would in hockey or soccer.

C. WHY DO I NEED SHOTS?

Ask the students: “How many of you really like to go to the doctor and get a shot? Do you know what shots are for and why they are so important?”. Put the responses on the chalkboard. Explain to the class that most people in our country are protected against many very serious diseases because they have had shots or **immunizations** (write the word on the board). Explain that most children are immunized as infants because babies are very susceptible to germs. Sometimes as children and adults grow older they need a **booster shot**. This shot boosts or pushes the body’s defense system to work better. Use a *PACMan* type video or computer game to illustrate how the body’s defense system literally eats germs in our systems. Explain that immunizations help the body by creating more good *PACMen* to fight off the bad germs that enter our bodies. Next, use a doll to show students the many ways germs can enter our bodies. Point out that the most common ways children become exposed is through the mouth and cuts on the skin. Divide the class into four groups and give each group a doll or stuffed animal. (Be sure the doll or stuffed animal has a name, or allow the group to select a name.) Each group writes or illustrates five ways that the doll or animal can protect himself/herself from germs. Groups develop a story about the doll or stuffed animal and how he/she is protected from germs and share their stories with classmates.

Variation: Many hospitals have teddy bear clinics where students can bring a favorite stuffed animal to find out about health and safety issues. Prepare the students for the hospital visit by discussing germs and the body’s defense system.

[CCWR: 3.15/4.2/5.9]

C. OUTDOOR PLAY

Ask students: “What do you do to prepare to play outdoors?” List the responses on the board. After a brief discussion, divide the class into four groups—one for each season. Provide each group with magazines that contain pictures of individuals participating in outdoor play. Each group selects several pictures that represent healthy and safe seasonal play (e.g., wearing a sunscreen on the beach, wearing appropriate attire for the winter weather, wearing protective pads and helmets). Each group shares their pictures and discusses safe outdoor play. Students create a class collage using the pictures.

[CCWR: 3.1/4.2/5.5]

ILLNESS AND INJURY

Indicator 2.1-4: *Explain how childhood injuries and illnesses can be prevented and treated.*

SAMPLE LEARNING ACTIVITIES: 3-4

A. GOLDEN RULES

Brainstorm rules that students must follow while in school, on a school bus, or on the playground. Examples of such rules might include:

- No running in the hallway.
- Do not throw trash in the hallway.
- No talking during a fire drill.
- Wear a seat belt on the school bus.

Discuss the **consequences** of breaking these rules. Be sure to emphasize that consequences might include injury to self or others, not just punishment. After discussion, students design a message board promoting school safety rules. Divide the class into small groups and have each group take a different area of the school (e.g., one group does playground safety, one does bus safety). Students present their message board and display in the classroom.

Variation: Students design a mini-billboard. Students create a design, glue the design to cardboard, and attach a second piece of cardboard to create a standing billboard. Display the signs in the classroom.

[CCWR: 3.13/3.15/4.2]

Teacher Tip: Reassure students that most visual problems do not result from injuries. Explain that many students wear glasses because of correctable visual acuity problems and that many people need glasses as they grow older to correct changes that occur as one ages.

B. I GUARD MY EYES

For this activity, you need two unpeeled hard-boiled eggs, a glass of water, some plastic wrap, and a marble. Begin the activity by asking students: “What do you need to see into the future?” Students will answer things like a crystal ball or a magic potion. Tell them that they all have the ability to see into the future because they have eyes. They need to take care of their eyes if they want to be able to see well into the future. Explain that each egg represents the human eye (draw the parts of the eye on the eggshell). Place one of the eggs in a clear glass; pour water into the glass and explain that the shell around it protects the real eye. Take the marble and drop it into the glass hitting the egg. The egg should crack. Explain that even though the human eye is protected by a group of bones known as the **orbit** (point to the bones surrounding the eye) sometimes an injury can occur. Replace

the cracked egg with the other egg; place the plastic wrap over the top of the glass. Then drop the marble; it should bounce off the plastic wrap. Relate this to wearing eye protection such as goggles, shields, or sunglasses. Ask the students when it is appropriate to wear eye protection (e.g., sports, science lab, or activities using tools). Demonstrate various kinds of eye protection and have students complete a paragraph on “Seeing Into the Future” summarizing the day’s events.

Variation: Invite a speaker from an organization such as Prevent Blindness New Jersey (PBNJ) to discuss eye health and safety issues. PBNJ has videos and materials for students and their parents on eye health and safety. A local eye-care practitioner can also be invited to speak to the class.

[CCWR: 3.6/3.7/5.4/5.5]

C. SAFETY IN THE NEIGHBORHOOD

For this activity, you need a video camera or a camera that develops instant photographs. Accompany students on a “walk” to an intersection near the school. Videotape the activities at the intersection, noting the movement of vehicles and pedestrians. Note obstacles that may interfere with safe crossing or driving, such as buildings, signs, or trees. Students view the tape to detect as many safety hazards as possible and suggest possible solutions. Students write a letter to community officials outlining their suggestions for increased safety.

Variation: Students develop a safety checklist and monitor a school or community play area for potential safety problems. The class develops a report for community or school officials.

[CCWR: 3.6/3.7/3.9/3.12/5.6]

Teacher Tip: For more information on Lyme disease prevention, see the New Jersey Department of Education’s Lyme Disease Prevention Guide. Visit the Governor’s Lyme Disease Advisory Council’s Web site at **HYPERLINK** <http://www.state.nj.us/health/ed/gldac.htm> for information and links to other Lyme disease resources.

D. SAFE OUTDOOR PLAY

Explain that certain illnesses can be caused by insects so small that one might not even know they are around. One illness that is common in New Jersey is Lyme disease. After discussing disease transmission, have students suggest strategies to minimize the likelihood of exposure to the disease. Create a class list of ideas. Demonstrate a **tick check** and emphasize the importance of the procedure (use poppy seeds as “tick” substitutes). Students write a letter to their parents or guardians explaining the need for tick checks.

Variation: Students plan an outdoor experience (e.g., camping trip, hike) and develop a list of items to take on the trip. Students describe the proper attire for the trip and any special safety precautions that might be necessary.

[CCWR: 3.1/3.2/5.6/5.9]

PERSONAL PROTECTION

Indicator 2.1-5: *Describe potentially dangerous or threatening situations related to childhood activities, develop personal protection strategies, and cite resources for help.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Allow plenty of transition time for the peer educators to gain the confidence of the students. The peer educators can tell students about times they felt scared or unsafe and how they handled the situations. Permit the peer educators to serve as mentors and role models throughout the year.

A. SAFE HELPERS

Ask students to define the word **safe**. Write definitions on the board. Ask students to relate times when they feel safe and write those on the board. Then tell the class that they will be working with some older students who will help them decide what to do in situations that might not make them feel safe. Divide the class into small groups with a peer educator assigned to each group. The peer educator helps keep the group on track, offers suggestions to group members, and helps them think through the problem. Give each group a situation such as:

- You are playing on the playground when a man approaches you and asks for directions.
- Your friends dare you to touch a downed electrical wire.
- You are walking home alone and have to cross a busy intersection without a crossing guard.
- Your baby-sitter leaves you alone in your apartment while she visits friends.
- Someone you do not know calls your name and tells you to come with him/her; the person tells you your mom is sick.

Students answer the following questions about each situation:

1. What is the problem?
2. How do I feel?
3. What should I do to feel safe?
4. What are my choices?
5. Who can I trust to help me?

Each group presents their situation with the help of the peer educator. As a culminating activity, each group creates a “People We Trust” collage for display.

[CCWR: 3.1/3.4/5.6]

B. STAYING BELOW THE SMOKE LINE

Ask students: “What happens when there is a fire?” Student responses should include heat, flames, and smoke. Explain that students need to know what to do when dealing with fire and smoke. Teach students this saying; “*Smoke Goes Up, So You Go Down.*” Students imagine the room is filled with smoke and squat low to the ground. Ask: “Where would you look for a way to escape? Can you see? It is very smoky. What else should we think about?” Explain that the door might be very hot because there may be fire on the other side. Emphasize that you cannot hide in a closet or cabinet from the smoke—that it will seep inside and make it harder and harder to breathe. As students return to their seats, place a diagram of the classroom on the chalkboard. Students map different classroom escape routes.

Variation: During a school fire drill, have older students, parents, or other school staff members hold signs that say “Smoke” or “Flames.” Students must alter their routes accordingly. Collaborate with the fire department for this activity.

Variation: Students design an escape route plan for their home. Send a letter to parents and guardians explaining the activity and asking them to assist in the design and practice session.

Variation: Students investigate to see if their home has one or more smoke alarms. Students ask an adult family member to help them test the smoke alarm to see if it is working. Send a letter to parents and guardians explaining the activity. Coordinate with the local fire department so families without alarms can receive assistance to obtain one.

[CCWR: 3.1/5.1/5.2/5.5/5.6]

C. WHO’S CALLING?

Ask the students: “Who is always around to protect you from danger?” (Lead students to respond that they can protect themselves.) Explain that they have the power to be **street smart** and **safe** and protect themselves from **stranger danger**. Discuss this concept and then ask: “Can you tell if a person is nice by his/her appearance? Can you tell if he/she might hurt you?” Divide the class into several small groups and assign a peer educator to each group. Give each group a situation to role-play. The peer educator assists the students to solve the problem and directs the skit. After each group acts out its scenario, discuss what the students did correctly and safely in each one. Students complete the activity by writing a brief journal entry on stranger safety rules.

Variation: Using a play telephone, each child practices various kinds of 911 emergency calls.

Variation: Invite a local police officer to visit the class and discuss community safety.

[CCWR: 3.13/5.5]

Teacher Tip: Some students need to know how to protect themselves from dangerous animals. Others may need to know how to stay safe on streets filled with gunfire and violence. Be sure to include appropriate safety information and allow time for practice for students living in all environments.

D. EVERYBODY STAYS SAFE

Brainstorm special safety problems associated with playing in the neighborhood (e.g., drug paraphernalia on the playground, trash dumped on blacktop, teens that harass them on the basketball court, gunfire or drug dealing, roaming animals, construction sites, major highways). Discuss alternative activities that can be done in a safe environment. Develop a list of safe play alternatives for the neighborhood. Students design a map of the neighborhood and indicate safe places to play on the map.

[CCWR: 3.1/3.13/5.1/5.6]

PERSONAL PROTECTION

Indicator 2.1-5: *Describe potentially dangerous or threatening situations related to childhood activities, develop personal protection strategies, and cite resources for help.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: In some areas, students as young as 7-years-old may aspire to become part of a gang. Some younger children may already participate in gang activities in exchange for neighborhood protection. While some students will always be more “street smart” than others, be sensitive to cues that these children may already be involved in gang-related activities and make appropriate referrals for assistance.

A. TROUBLE BREWING

Ask students: “What is the difference between a group of friends and a gang?” Clarify and define the term **youth gang**. Explain that gangs have a negative reputation for committing unlawful acts or violence. Ask students what a gang’s **code** and **turf** mean. Once again, clarify and emphasize that gangs are generally violent when protecting their turf. Tell students that you are going to do an experiment that will help them understand more about gangs. Place a tea bag in a clear plastic cup filled with warm water. Explain that the longer the tea bag sits in the water, the darker the water becomes. Tell students that this symbolizes that the longer a person has contact with a gang, the more influence the gang has on his/her behavior and actions. Also, the longer one is in a gang, the harder it is to break away from it. As you get older, if you become part of a gang, your chances are higher that you will be involved in violent behavior. Next, fill a second cup with water and place a piece of plastic wrap on top. Now place the tea bag on top of the plastic wrap. Ask the students what the plastic wrap does. It does not allow the tea bag to come in contact with the water. Explain that we all know people who can protect us from the influences of gangs and can help us resist joining a gang. Divide the class into small groups and have students list people who can help support their decision not to

join a gang. Reconvene the class and list the names/titles on chart paper. Conclude the activity by having students develop a contract or pledge not to join a gang.

Variation: Students develop an acrostic poem using the word “RESIST.” Each letter should describe how to resist the influences of gangs, avoid gang membership, and reduce the risk of violence.

[CCWR: 3.1/3.6/3.7/3.13/5.1/5.6]

Teacher Tip: When asking children to diagram where they live, be sensitive that some students may live in a shelter, motel, car, or van. Provide those students with standardized diagrams of simple homes or apartments or modify the assignment to include an escape route from their sleeping area.

B. FIRE ESCAPE SAFETY

Students draw a diagram of the place where they live and indicate two possible escape routes in case of fire. Students write a letter to their parents or guardians asking them to assist the student to practice a safe escape from their home.

Variation: Invite the fire department to demonstrate various fire safety devices such as smoke alarms and extinguishers.

Variation: Students develop posters for Fire Safety Week. Provide a prize for the winning entry (e.g., a T-shirt, folding fire ladder, or smoke alarm). Encourage local merchants to donate the awards.

[CCWR: 3.1/5.1/5.5/5.6/5.9]

C. SAFE PLAY = FUN

Brainstorm the kinds of sports and recreation activities students like to participate in and put the responses on the board. Explain that they will have even more fun if they play safely. Students develop a safety booklet or pamphlet on a selected activity. Match students with similar interests, being sure to have small, manageable groups and all kinds of activities represented (e.g., biking, roller blading, swimming, basketball, hockey, hiking). Each group designs a four page booklet describing the activity, providing illustrations or pictures of safety in action, and concluding with statements from each of the group members about how safe play equals fun. Groups exchange completed booklets and review. Post the booklets on the bulletin board or share with a class of younger students.

[CCWR: 5.1/5.2/5.4/5.6]

HEALTH PRODUCTS

Indicator 2.1-6: *Identify common health products and foods found in the home and correctly interpret labels, information, directions, and warnings.*

SAMPLE LEARNING ACTIVITIES: K-2

A. DON'T FALL FOR IT

Tell the class that you have just discovered the most exciting new product in the whole world. The name of this exciting new product is “Incredible Ears.” Using two cups, explain that they are not just any ordinary cups but cups that help the brain understand any information very easily. Other children who have used this product get straight A’s in school. Demonstrate how the product works by placing one cup over each ear (expect giggles!). Explain that if they want the great results that only “Incredible Ears” can bring, they must bring 25 cents to class the next day. Ask for a show of hands of those students who will be able to bring the money to school for this amazing product. Then ask the students why they want to purchase the product. After several students explain, ask some of the other students who did not indicate an interest in the product why they chose not to purchase the product. After listening to their responses, tell the students that you have tricked them. “Incredible Ears” is not a product that will help them perform better in school. No product can do that. Explain that this is an example of **false advertising**. Explain that sometimes advertisers will try to make their product sound really great but everything they say is not really true. Brainstorm other types of products that might not work as well as the advertisers say. (Good examples might be weight-loss products.) Each student writes a paragraph about a toy or object he/she purchased that did not live up to his/her expectations.

Variation: Bring to class several products with the original packaging. Read the labels aloud, especially the claims made about the products. Discuss what products students and their families buy and why. Brainstorm valid reasons to buy a particular product.

Variation: Students create a product and design ads for it. Students exchange ads with another student, evaluate the ad, and decide what claims are made about the product. Ask: “Is the advertiser telling the truth?”

[CCWR: 1.12/3.2/3.12]

B. WHAT KIND OF PRODUCT?

Display an assortment of empty, labeled boxes, bottles, and containers of common food, household products, and medicines. Ask students: “How can you tell what kind of product this is? How do you know if a product is safe to eat?” Brainstorm other information that can be found on the product label, and discuss the importance of reading and following directions and heeding warnings. Create three large cardboard signs: one marked “food”, one marked “household products” and one marked “medicine”. Students select an item from the assortment of products you have provided and place the item under the correct sign. Students justify the placement. If their answer is incorrect, allow another student to attempt to place the item in the correct spot.

Variation: Select food items from different cultures. Students read the labels and determine what the product is, how to cook or eat the product, and any special information about the product. If possible, students from that cultural background may wish to share a special dish made from the product and share a family story about the product or dish.

[CCWR: 1.12/3.2/3.13]

C. SWEET SUGAR

For this activity, you need 10 test tubes with caps, sugar, a test-tube holder, and a measuring spoon. Ask students: “How many of you really like sweet foods like candy, soda, or cookies? Have you ever been told you eat too much sugar? What can too much sugar do?” Each student selects a favorite snack item. Using a sugar-content chart, students measure the amount of sugar in their snack choice. Place the sugar in a test tube and label. Observe and compare the amount of sugar in 10 different snack foods. Explain that sugar is in almost everything we eat. Too much sugar can lead to health problems, especially dental caries. Assist students to read the labels of several other snack foods and identify those lower in sugar. Students list three low-sugar snack foods they can add to their diet.

Variation: Organize a sugar-free or low-sugar snack day. Students taste various nutritious snacks and create a poster about their favorite healthy snack.

Variation: A similar activity can be done with fat. Students identify foods high in fat and place corresponding amounts of solid shortening in small plastic bags to represent the amount of fat in foods. Students read the labels of common food products and record the amount of fat consumed over the course of the day.

[CCWR: 3.6/3.7/3.12]

HEALTH PRODUCTS

Indicator 2.1-6: *Identify common health products and foods found in the home and correctly interpret labels, information, directions, and warnings.*

SAMPLE LEARNING ACTIVITIES: 3-4

A. QUACK, QUACK, QUACK

Prior to class, provide students with cardboard cutouts of ducks (or provide students with pictures of ducks to cut out during class). Post large signs at various spots around the room with the following words and their definitions: **quackery**, **products**, **services**, and **false advertising**. Poll students to find out how many really watch the advertisements on television and how many watch TV shopping networks. Explain that you are going to try and sell them some products. If they think the method you are using to sell the product is false advertising, they should hold up their ducks and say “quack, quack, quack.” After each item is presented, call on one of the “Quackers” to defend his/her argument. Examples of possible advertising statements might include the following:

STANDARD 2.1: HEALTH PROMOTION AND DISEASE PREVENTION

- If you buy these sneakers, you will play like a pro!
- This miracle drug will make you grow taller than anyone in your family.
- Everyone eats this cereal because it has no sugar in it.

Variation: Divide the class into small groups. Each group selects a product they would like to advertise and develops two commercials about the product. One commercial should include examples of false advertising. Students perform the ads for the class and the class votes on whether the ads are accurate or false. The commercials may be videotaped and exchanged with other classes at the same grade level.

Variation: Students write key words on each duck. The ducks can be used to develop a bulletin-board “pond” that points out clues to false advertising. Combine ducks and fish in a theme display such as “Fishin’ for False Advertising.”

Variation: Use ads found in magazines or on television.

[CCWR: 1.12/3.1/3.13]

Teacher Tip: Be sensitive to cultural and ethnic differences when the children give the names of foods. Be prepared to accept a wide variety of responses.

B. I WENT SHOPPING

On large index cards, write the names of each of the food groups found on the Food Guide Pyramid. Divide the class into two teams. Hold up a card and ask the first team member to name a food belonging to that food group. If the student guesses correctly, he/she remains standing but moves to the back of the team line. If the student answers incorrectly, the other team has a chance to respond. If a student repeats a food, it is an incorrect answer. The last team member standing wins for his/her team.

Variation: One student compiles a list of all the foods mentioned during the activity. Students look through magazines to find pictures of those foods and create a bulletin board collage. Students add new foods to the display every day.

[CCWR: 1.12/3.2/3.15]

C. FOOD FLOW CHART

Students trace the origins of a food product from the initial production by the farmer (e.g., seeding, planting) to the time it appears on their table. Students consider special factors that influence growth, the use of pesticides, packaging and labeling, selling the product, and directions for preparation. A simple product such as corn muffins (from scratch and from a mix) might be appropriate.

Variation: Instead of describing the process in narrative form, students create a time line using pictures or drawings.

Variation: Invite a speaker representing the food industry to discuss issues related to food safety, preparation, or trends.

[CCWR: 3.8/3.12]

D. SELLING A NEW FOOD PRODUCT

Divide the class into two teams. Each team develops a new breakfast bar that provides the nutritional value equal to six ounces of orange juice, two slices of buttered whole-wheat toast, one poached egg, and one peach. Students create a name, packaging, and advertising campaign for the new product and design a full-page ad to inform the public about the product. Each group presents their product and ad campaign to the rest of the class. Students vote on whether they would buy the product based on the ad.

Variation: Divide the class into three teams. Assign each team a meal (breakfast, lunch, or dinner) and have them develop a bar that provides a balanced menu for that meal.

Variation: Bring in an assortment of “space food”—the prepackaged foods used in the space program. Students note the nutritional content and design a balanced diet using these foods.

Variation: Rather than focusing on advertising, ask students to consider if it is satisfying to eat “just a bar.” Ask: “What feelings might one have after eating a “meal in a minute?”

[CCWR: 1.12/3.1/3.15/4.2]

E. ARE YOU A CONSUMER?

On the chalkboard, write the following terms: *consumer*, *product*, *seller* and *service*. Ask: “What products and services have you used since you got up this morning?” Provide students with trigger ideas such as products used in the bathroom or kitchen or those used getting dressed or on the way to school. Be sure students consider television and the use of other electronic devices such as radios, alarm clocks, and computers. Students develop a list of products used and describe why they use one product over another. Students explore the reasons for their choices in small groups (e.g., ads, coupons, price, I like it, my mom makes me use it, it was a gift). Reconvene the entire class and develop a master list of the reasons why students use certain products. Return to the definition of a consumer noted on the board. Students complete the assignment by writing a journal entry entitled: “How I Can Become A Better Consumer.”

[CCWR: 1.12/4.2]

F. WHAT'S IN THE CAN?

You can be easily fooled into thinking that something is healthy when it is really not. Ask students: “Where do you look for information on the ingredients of a product? How do you know the nutritional value of the food? Do you read labels on some products and not on others? Why or why not? Where else can you go to get information about the food you eat?” Create a sample label and have students identify its parts (e.g., brand name, name of the product, promotion, ingredients, manufacturer, net weight, additives, directions, cautions). Students answer a series of questions about the make-believe product. Students analyze the information provided on real product labels. Be sure students can identify what ingredients are in the largest amounts, the many names for sugars, and common food additives and preservatives.

Variation: Instead of using food products, use household cleaning products. Supply the class with clean, empty containers of household products and draw attention to warnings, directions, and the appropriate use of such products.

[CCWR: 1.12/3.1/3.12]

Standard 2.2: Personal, Interpersonal, and Life Skills

All students will learn health-enhancing personal, interpersonal, and life skills.

SKILLS FOR LIFE

As we enter the 21st century, students face unparalleled demands. In order to meet these demands, educators must prepare students to become competent and caring adults who are able to understand, manage, and express the social and emotional aspects of their lives. Academic success is not enough; rather, students must learn to work as part of a team. Students need to learn how to make responsible decisions about social and health practices and how to resist negative peer pressure and the pressure of the media. To become competent and caring adults, students need to learn how to set goals, prioritize needs and wants, and balance their lives. By adopting positive, health-enhancing behaviors, students will be better prepared to assume their role as productive workers and citizens. (Elias et al., 1997)

Standard 2.2 seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, and problem-solving skills. This *Standard* focuses on the requisite skills for everyday life — in school, on the job, and in the home. It emphasizes conflict management, stress reduction, and coping skills and seeks to empower young people to make informed decisions about their health and the health of their family, friends, and community. With a continuing emphasis on wellness, this *Standard* and its cumulative progress indicators lead students to develop a plan for lifelong wellness, including assessing personal needs, budgeting, and evaluating progress towards goals. These are critical skills for successful adulthood.

Standard 2.2 is closely aligned with all of the *Comprehensive Health Education and Physical Education Standards*. Students begin by learning the necessary skills, then move towards application of those skills in a variety of health-related situations. Students need ample time to practice the skills and reflect on their progress. In order to feel comfortable and competent, students need to use the skills consistently. Activities that support skill acquisition and practice can be found in each of the *Comprehensive Health Education and Physical Education Standards*.

Employers look for team players who are flexible thinkers and problem solvers. Social competence, handling emotions, and managing social relationships are important abilities for workplace success. This *Standard* supports and complements many of the *Cross-Content Workplace Readiness Standards* and indicators.

Educators are urged to use the sample learning activities across the spectrum of health behaviors and conditions so students are prepared to make healthy choices. *Standard 2.2* focuses on health-enhancing behaviors and skills that enable and empower students to resist destructive behaviors and seek out positive opportunities for growth and learning.

HEALTH INFORMATION

Indicator 2.2-1: *Describe and demonstrate a variety of ways to convey health information and ideas.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: This *Standard* focuses on effective communication and problem solving skills. In addition, research skills are an integral element of this *Standard*. Collaborate with the library media specialist to enable students to access needed information from print materials (e.g., reference books, encyclopedias, almanacs, periodicals, vertical file); on-line (e.g., the Internet, magazine and newspaper databases, encyclopedias); and networked or single-user CD-ROMs (e.g., magazine and newspaper databases, encyclopedia, specific topics). The library media specialist can assist students to evaluate the appropriateness of researched material and its application to the assigned task.

A. HEALTH HELPERS MURAL

Students brainstorm people and places they can go to for help and information about health and use this information to create a mural depicting “health helpers” in action. Students use the mural as background to create a role-play for each health helper (e.g., a student asking the school nurse for help with a cut, a counselor offering help after a student’s pet dies). Display the mural in the hallway and add new faces or agencies as the school year progresses.

Variation: Students visit a hospital, health clinic, or health education center and create a panel drawing (a sheet of drawing paper folded into four squares) of their visit.

Variation: Using children’s television shows, discuss real vs. imaginary helpers (e.g., Spiderman, Batman, other cartoon heroes). Discuss why it is important to know to whom and where you can go for help. Students draw a picture of their favorite health helper.

[CCWR: 3.4/3.15]

B. WATCHING TV ADS

Show several television ads for healthcare products, such as toothpaste, soap, or exercise equipment. After each commercial, ask the students what the ad was trying to sell. Ask: “How do you know the information in the ad is correct?” Have a volunteer restate the ad, and have the class vote on the accuracy of the restatement. Divide the class into small groups. Each group brainstorms a list of people who might be a good source of information about the ads (e.g., dentist, parent, nurse). Create a class list and discuss. Each student selects one product they currently use and like and develops a print ad for the item. Students must use accurate information about their product. Students share their ads with the class and critique the ads for accuracy and appeal.

Variation: Use ads from newspapers, magazines, and Web sites. Assign one ad to each small group. Students discuss the ad, determine what the ad is trying to sell, and vote on whether the ad is accurate and effective. Each group shares their ad with the class.

[CCWR: 1.12/2.6/3.15]

C. FOLLOWING DIRECTIONS

In small groups, students write and/or illustrate directions for a common health practice. Each group trades its directions with other groups. Can each new group follow the directions? Are the directions clear? Each group makes suggestions to improve the directions, then passes them on to another group. When the directions have completed the class review, groups rewrite or revise their original directions based on the feedback provided by classmates. Each group then demonstrates its activity using the directions. Sample health practices for this activity might include:

- Washing Hands
- Fastening Seat Belt
- Wearing a Bike Helmet
- Brushing Teeth
- Flossing Teeth
- Selecting a Balanced Breakfast

[CCWR: 3.8/3.14]

Teacher Tip: Use cross-age teachers (peer educators) to assist with the next activity.

D. PROBLEM BRAINSTORM

Ask students: “When you have a problem, what do you do? Is there someone you can always go to when you have a problem?” List the responses on the board and explain that whenever a person, even an adult, experiences a problem it is okay to ask for help. In small groups, students solve problems by listing potential sources of help on a chart (similar to the one below) and then share their ideas with the rest of the class.

PROBLEM	OPTION 1	HELPER	OPTION 2	HELPER
I'm lost.				
I feel sick.				
I don't understand.				
I forgot my lunch.				
I got in a fight.				
I was approached by a stranger.				

Variation: For younger students, provide pictures of potential helpers. Students match the situation with the correct community helper.

[CCWR: 3.5/4.2]

HEALTH INFORMATION

Indicator 2.2-1: *Describe and demonstrate a variety of ways to access and convey health information and ideas.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: As preparation for the following activity, students need an understanding of some of the legal issues regarding false advertising.

A. CHECK OUT THIS MESSAGE

Students locate ads in magazines, newspapers, or on the Internet (e.g., toothpaste, weight-loss products, mouthwash, toys, sports equipment). Focus the students on products that may be harmful if used incorrectly. Divide the class into small groups and give each group one of the ads. Students identify words or pictures that promote the product as safe, fun, trendy, or absolutely necessary. After group discussion, students present their ads to the rest of the class and develop a list of tips for consumers when they look at ads.

Variation: Small groups develop a role-play of one of the ads and present the skit to the class. Students critique the role-play for factual information, false advertising, and gimmicks and then identify ways that the product is promoted as safe, fun, or necessary.
[CCWR: 2.6/2.8/3.15/42.]

B. SOURCES OF ADVERTISING

Brainstorm sources of advertising (e.g., billboards, storefront ads, contests, sporting events, brand name clothing and equipment, T-shirts, balloons, airplanes with banners, comics, signs on buses, planes, and taxis). For one week, students keep a log listing messages from the sources noted above. After completing the logs, students graph the number and types of ads for each category and discuss the accuracy, appeals, and messages in the ads.

Variation: After a discussion of the ads, students list additional sources for information about the kinds of products being advertised (e.g., toothpaste/dentist).
[CCWR: 3.7/3.8]

C. ADVERTISING TECHNIQUES

Pose the following question: “Have you ever bought a product, like cereal or candy, and expected it to be really great and then after you tried it, it really wasn’t what the ads said it was?” Explain that advertisers carefully monitor the people who buy their products and look for ways to attract new customers. There are special techniques advertisers use to get people to buy their products. Explain the following advertising techniques and provide examples of each. As you explain each, ask the students to think of an ad that fits the description and note it on a sheet of paper for later discussion. Divide the class into small groups. Each group locates ads from various sources and tries to match the ad with the advertising method. Groups share their findings.

ADVERTISING TECHNIQUES

- | | | |
|-----------------------|-------------------------|----------------------------|
| ■ Give-aways | ■ Prizes | ■ Testimonials |
| ■ Superlatives | ■ Solution to a problem | ■ New and improved |
| ■ Scientific evidence | ■ Endorsement | ■ Claims of social success |
| ■ Efficiency | ■ Convenience | ■ One of a kind |
| ■ Image creation | ■ Humor | ■ Value |
| ■ Health claims | ■ Scare tactics | ■ Health claims |
| ■ Appeal to parents | ■ Jingles | ■ Appeal to status |

Variation: Small groups create an original ad that illustrates one or more of the techniques. The rest of the class guesses the advertising strategies employed in the original ad.
[CCWR: 3.7/3.15]

Teacher Tip: Contact your local newspaper for information on the Newspapers in Education (NIE) program and invite a representative to assist with the next activity. Use NIE resources to assist with article review and development.

D. HEALTH NEWSPAPER

Brainstorm sources of information about health and then focus on the kinds of information found in newspapers. Distribute a variety of newspapers to small groups of students and instruct them to search for articles related to health. After the groups have identified several different kinds of articles, each group plans and develops a health newspaper. The newspaper may focus on one health topic or cover a number of health areas. Students design and print the newspaper and share it with the class.

Variation: Invite high school or college journalists to assist in the project.
[CCWR: 3.8/3.15]

Teacher Tip: Enlist the expertise of the library media specialist to select appropriate books for the following activity.

E. FINDING HEALTH RESOURCES

Students select a book about a health topic. Older students, acting as cross-age teachers, read the book with the students and discuss the content. Each student writes a summary of the book, focusing on what he/she learned about the health topic.

Variation: Students share the book with a parent, guardian, or other adult family member. The student and his/her adult partner complete a teacher-designed worksheet or develop a poem or illustration related to the book.
[CCWR: 3.5/3.12/4.10]

F TEACHING OTHERS

In small groups, students create a game or aerobic dance activity and prepare background information on the purpose and benefits of the activity. Each group instructs the rest of the class on the proper steps or procedures for the activity. Classmates critique the design and presentation and provide feedback. Students revise the activity, using the classes' comments.

Variation: Students develop instructions on a health-related activity (e.g., swimming, diving safety, baby-sitting skills, CPR) and present the instructions to the class.

Variation: Students practice their telephone communication skills, providing a clear explanation of a situation or incident (e.g., providing directions to the school, describing a person's injuries). Other students provide feedback on the use of the skills and the clarity of the communication.

[CCWR: 2.8/3.15/4.2]

G. TO TELL THE TRUTH

Bring to class a number of items that are familiar to the students and appropriate for their age and interests (e.g., sporting equipment, toys, food). Divide the class into small groups and give each group one of the items. Groups design an advertising campaign using a true-false approach and try to sell the product to classmates using the claims they created. Discuss the criteria used to purchase a product, the effectiveness of the student-created ads, and attributes of effective communication. Students develop a list of places to obtain factual information about each of the products.

[CCWR: 1.12/3.7/3.12]

DECISION MAKING AND REFUSAL SKILLS

Indicator 2.2-2: *Demonstrate decision-making and refusal skills in situations affecting health and safety.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: So that students use the methodology consistently and correctly, all teachers should reinforce the same decision-making model. The terminology must be clearly defined, used consistently, and reinforced on a regular basis.

A. STEPS TO A GREAT DECISION

Students create a poster that illustrates effective decision making steps. One easy method is the **DECIDE** model. Students share their posters with classmates and then hang the poster at home as a reminder of the steps.

Determine the question.

Examine the choices.

Collect information and identify influences.

Investigate consequences.

Decide.

Evaluate.

Variation: Students create six footsteps, one for each of the six steps to an effective decision. Place the footsteps in strategic locations around the room to remind the students of the steps. Each day, have small groups of students solve a simple problem, step-by-step, and follow a decision-making path around the room.

[CCWR: 3.15]

B. WAYS TO REFUSE

Ask: “How many of you have a hard time saying no to a friend? Why is it so difficult to say no when you know you should?” Explain that this is a common problem for everyone and that saying no requires lots of practice. Brainstorm times when it might be hard to say no and list on the board. Divide the class into small groups, and assign each group one of the listed situations. Each group develops a role-play that demonstrates a way to say no in the situation. After each group presents their role-play, allow students to suggest other strategies. Compile a class list of strategies as the groups make their presentations. Conclude the activity by having students complete a teacher-designed letter that informs parents and guardians of the activities.

SAMPLE “NO” SITUATIONS

- Your friends want you to play in a park too far from home.
- Your friends want you to ride your bike in a high traffic area.
- Your friends are playing with matches and lighters.
- Your friends are playing on the railroad tracks.
- Your friends want you to steal gum or candy from the store

Variation: As an extension of activities in *Standard 2.4: Family Life and Human Sexuality*, students practice ways to say no to touches that make them uncomfortable or hurt. Be sure students know who can help them in such situations.

[CCWR: 3.13/4.8/5.9]

Teacher Tip: For the next activity, you need photos, videos, or slides of familiar neighborhood activities that require students to make a safe and healthy decision. Take pictures at community playgrounds, busy intersections, or on the school bus. Students will be more likely to apply the appropriate skills if the situations are realistic and familiar.

C. AN ACCIDENT WAITING TO HAPPEN

Brainstorm decisions that students make every day (you may need to “walk” students through a typical day), and list the responses on the board. Show slides, videos, or photos of situations that might result in harm if the wrong decision is made (e.g., a child preparing to cross a busy street). In each case, students predict what might happen and brainstorm ways to prevent the harmful occurrence. After modeling several of these situations, divide the class into small groups. Each group analyzes a picture, uses a decision making model to identify and solve the problem, and then presents its ideas to the rest of the class.

Variation: Students draw a comic strip that illustrates what can happen when you make positive and negative decisions. Students share their creations with classmates.

[CCWR: 3.1/5.1/5.6]

D. MAKING CHOICES

Give each student a sheet of red paper and a sheet of green paper. Students print “NO” on the red paper and “YES” on the green paper. Read a statement that requires students to make a choice about something. If the student thinks the statement reflects a safe, smart, and healthy choice, he/she holds up the green paper. If the choice is unsafe, not smart, and unhealthy, he/she holds up the red paper. Students justify their answers.

SAMPLE: SAFE OR UNSAFE CHOICES

- Let’s run across the street.
- Let’s eat an apple.
- Let’s steal an apple.
- Let’s play with these matches.

[CCWR: 3.10/3.13]

Teacher Tip: Using children’s literature is an effective way to demonstrate the many ways individuals solve problems. Stories by Dr. Seuss, the Berenstain Bears series, or folktales and fairy tales all provide examples of characters facing problems. Incorporate simple role-play so children can practice solving problems. The library media specialist can help select appropriate stories and books.

E. DEALING WITH PROBLEMS

Use children’s literature to demonstrate ways that individuals solve problems. Read aloud a story about a character with important decisions to make. Ask the following questions:

- What was the character’s problem?
- What did the character do first to try and solve the problem?
- What worked?
- What did the character learn about the problem?

[CCWR: 3.1/3.12]

DECISION MAKING AND REFUSAL SKILLS

Indicator 2.2-2: *Demonstrate decision-making and refusal skills in situations affecting health and safety.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: The following activity can be adapted to situations students may confront in their school, neighborhood, and community. Students benefit from repeated practice; therefore, use this activity often, varying the situations and potential solutions. This activity is an effective tool to demonstrate that there may be more than one solution to a problem.

A. RESILIENT ME

Prepare for this activity by making three sets of cards, each set containing two cards: one red and one green. On the front of the red cards, write a situation. On the back of the card, write an inappropriate solution to the problem. On the front of the corresponding green card, write the same situation, but on the back write a positive, health-promoting solution. Ask for two volunteers and give each volunteer one of the cards. Explain that both cards involve the same situation. The student with the red card reads it aloud and then takes one step back. The student with the green card takes one step forward. Discuss the situation and possible solutions. Emphasize the need for strong decision-making skills.

SAMPLE SITUATIONS: DECISIONS

- I forgot to do my homework.
- My best friend and I had an argument.
- I broke something at home and hid it.
- My friend wants to borrow my homework.
- My friends want to steal some candy from the corner store.

Variation: Divide the class into small groups. Students role-play each situation and decide on the best solution to the problem. Videotape the role-plays or present the skits to other classes for feedback.

Variation: Each student develops a list of wise choices and adds to the list during the school year. Post the lists in a visible area and allow students to compile a class list of wise, health-promoting choices.

[CCWR: 3.1/3.12/4.2]

Teacher Tip: The following activity encourages students to survey favorite neighborhood places for potential safety hazards. Share the student lists with school officials who can relay the information to community officials.

B. DRAW A MAP

Students draw a map of the local area, emphasizing places they walk, play, ride bikes, or skateboard. Students identify and explain the potential safety hazards in the area and outline rules of safe play for that specific area. Students present their maps and justify their responses. Students focus on the following:



NEIGHBORHOOD SAFETY SURVEY

- ▮ How to use traffic lights at a busy intersection
- ▮ Areas to avoid (e.g., traffic, violence, poorly lighted, construction)
- ▮ Areas that are unsafe and why
- ▮ How to avoid busy traffic areas
- ▮ Safe routes
- ▮ Location of telephones and emergency services personnel

[CCWR: 3.1/3.9/5.1/5.3/5.8]

C. THE RIVER CROSSING

Divide the class into groups of five to seven students. Give each group a scooter board and a jump rope. Draw a line (or use mats) at one end of the course and place another line (or mat) about 20 to 25 feet away. About halfway across the course, tape a hoop to the floor. Tell students to imagine this is a roaring river and they must travel across it to get to the other side. The goal is for all team members to get to the other side successfully. Any player touching the floor (the river) must return to the beginning of the course. If the team member is carrying equipment, he/she must also return to the beginning of the course. The only safe place is the rock (hoop) located in the middle of the river. Allow teams time to plan the crossing. After a designated time period to cross the river (all teams will not be successful), ask the following questions:

- Was your group successful? Why or why not?
- Who went first? Why? How was the order decided?
- Did certain people take control, or did the group make the decisions?
- What problems arose that you did not anticipate? How did you solve those problems?

After discussion, validate the use of decision-making and problem-solving skills. Discuss how the skills might be used differently if the activity is repeated (using what you know—your *experiences*—to influence your decisions).

Variation: Add equipment to each team or assign roles to team members (e.g., a visually impaired-person, a small child, a person who cannot speak).

[CCWR: 3.1/3.11/3.13/4.2]

SETTING HEALTH GOALS

Indicator 2.2-3: *Define health goals, differentiate between long-term and short-term goals, and set a personal health goal to track progress.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Because time is such an abstract concept, some students at this level may have difficulty distinguishing between short-term and long-term goals. Emphasize setting and meeting immediate goals, focusing on activities where students can see the results of their actions.

A. WHAT ARE GOALS?

Write *goal* on the board and brainstorm a definition. Explore achieving goals in sports and games as a means of explaining that a goal is something you want to accomplish. Introduce the concepts of *short-term goals* and *long-term goals*, and ask students to differentiate between them. Focus on achieving a short-term goal as a step towards achieving a long-term one. Pose questions such as the following: “If you play soccer now, what is a long-term goal for you? a short-term goal?” Using this as an example, students list things that must happen in order to meet those goals (e.g., grow, make the high school team, practice, go to camp). Process several other examples using activities that interest students. Finally, each student writes or illustrates one long-term goal supported by two or three short-term goals. Students share their goals with the class.

Variation: Students develop a map outlining a route to a personal goal.

Variation: Focus on a health goal (e.g., no cavities at the next dental checkup, eating more vegetables and fruits, getting regular exercise). Each student selects one health goal and draws a picture illustrating how he/she will achieve the goal. Students complete a teacher-designed checklist or log of activities that support reaching their goal.

[CCWR: 4.1]

B. PICK A GOAL

Provide students with a list of possible health goals. Each student picks one goal and completes a teacher-designed letter to his/her parent or guardian describing the goal and asking for help to achieve it. As part of the correspondence, include a chart the parent/guardian can sign each time the student meets the goal. Students create a class chart to track progress and discuss ways to meet their goals. Provide each student with a small reward for reaching his or her goal.

[CCWR: 4.1]

C. MAGNETIC GOALS

For this project, you need small, flat sheet magnets (2" x 3"). Students identify one health-related goal that can be accomplished during the school year and create a magnet to remind him/her of the goal. Students illustrate the goal, write key words or phrases as reminders, or create an acronym for their magnet. Students take the magnet home and place it in a prominent place as a reminder of their goal. Periodically, students report on their progress.

[CCWR: 3.15/4.1]

D. FISHING FOR GOALS

For this activity, create a number of small paper fish and glue a small magnet to each (or attach a paper clip to each fish). On each fish, write a simple health-related goal that can be accomplished by the students (include some illustrations). Create a simple fishing pole with a magnet “hook”. Keep an assortment of fish in a large tub or simulated pond. One time each week, students “go fishing” for a goal. When a student hooks a fish, he/she identifies the goal, describes two or three things that will help him/her achieve it and posts the goal in a class “fish pond” (a bulletin board display). Repeat the activity each week, allowing students multiple opportunities to discuss different kinds of goals.

Variation: On the fish pond bulletin board, place frogs or other pond creatures, each describing or illustrating a specific activity to meet the fish pond goals. Students match their fish with the corresponding activities.

[CCWR: 3.1/4.1]

SETTING HEALTH GOALS

Indicator 2.2-3: Define health goals, differentiate between long-term and short-term goals, and set a personal health goal to track progress.

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: The following activity involves students setting a goal and attempting to reach it over a two-week time period. Involve parents in the development and monitoring of student goals.

A. SELECTING HEALTH GOALS

Brainstorm possible health goals and write on the board. Each student selects three health goals that can be achieved within a two-week period. Students develop an action plan and chart progress towards attaining the three goals. On a daily basis, discuss the successes and obstacles encountered as students attempt to reach their goals. Use a graphic organizer to illustrate how barriers impact the achievement of a goal, and then have each student create their own “barrier map” for each personal goal. Allow students with similar goals to form small groups and discuss their progress. Students outline strategies that support their goals and compile a goal diary that includes their plan, progress chart, notes, and a list of strategies and modified goals for the future.

Variation: Write a different health goal on index cards. Be sure you have at least one card for each student. Pass out the cards, one to a student. Each student develops an action plan for that goal, outlining ways to achieve the goal in a specified time period. Students exchange cards with a classmate who reviews the strategies and adds any other ideas. Organize students into small groups to share ideas. Students select one health goal and strive to attain it over a specified time period, using the strategies on the action plan. Students answer the following questions in a journal entry:

- Did you use additional strategies to help meet the goal?
- Did the strategies listed by your classmates work? Why or why not?
- Were you committed to reaching the goal? If not, why?

[CCWR: 3.1/4.1]

Teacher Tip: Some students may not be able to attain certain goals that require the participation of or support of family members. Help students to select goals that are attainable. For example, if a child wants to improve daily toothbrushing, the school nurse can obtain free or low-cost supplies to help the student achieve the goal.

B. GOAL ACHIEVEMENT

Explain that in order to achieve a goal you need to make a plan. Reaching a goal requires effective decision-making skills. Using the acronym **TARGET**, students analyze a number of potential health goals. The TARGET method, outlined in the box below, provides steps to reach goals. Students review the health goals, decide if they are realistic, and discuss what might need to occur to reach the goal. Students select two personal health goals and analyze them using the TARGET method. Pair students with similar goals to share their goal plans.

THE TARGET METHOD: A DECISION-MAKING MODEL	
<p>TARGET</p> <p>Think about the goal. Ask yourself, “Can I do this?” Review the information and choices. Get a plan. Exercise your plan. Test the results.</p>	<p>POTENTIAL HEALTH GOALS</p> <ul style="list-style-type: none"> ■ Eating a balanced breakfast daily. ■ Growing to be six feet tall. ■ Not wearing glasses or contact lenses. ■ Getting adequate exercise. ■ Wearing a bike helmet when I ride. ■ Learning to swim.

Variation: Students write a story or diary about how they achieved their goal.
[CCWR: 4.1/4.3]

C. SETTING FITNESS GOALS

In the beginning of the school year, students participate in the school’s annual fitness testing program. Share the results with each student, and discuss personal improvement and goal setting. Each student develops goals for the next phase of testing (usually conducted later in the school year). Review the student’s goals and assist with revisions. Discuss variables that can impact the achievement of a goal (e.g., growth, weather, illness, percentage of improvement). Brainstorm factors that will help students achieve their goals. Using a simple fitness goal, illustrate a goal-setting and planning model and discuss the process with the class. Using the previously selected fitness goal, each student develops an action plan, keeps a log during the school year describing progress, and submits the completed action plan and diary during the end of the year fitness testing program. In a journal

entry, students evaluate their plan and the results. Include the activity log and supportive materials in the student's portfolio.

SAMPLE FITNESS GOAL: MILE RUN		
FALL RESULT	SPRING GOAL	ACTIVITIES TO REACH MY GOAL
9 minutes, 30 seconds	9 minutes	<ul style="list-style-type: none"> ■ Run at least one mile 4-5 days per week. ■ Eat a balanced diet every day. ■ Run half-mile and quarter-mile series at a faster pace to improve speed. ■ Buy a stopwatch and time my running.

Variation: Using the results of the fall fitness-testing program, students develop class goals, grade level goals, or team goals. Be sure the teams are balanced across abilities and grade levels. All students impact the achievement of the goal. Goals should be based on improvement, not percentile rankings. Students graph the results.

[CCWR: 4.1/4.2/4.3]

RESOLVING CONFLICT

Indicator 2.2-4: *Define conflict and demonstrate appropriate nonviolent strategies to resolve it.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Be sure students understand that choices can be positive (healthy) or negative (unhealthy). Reinforce this concept as part of student's daily decision-making.

A. WHAT IS CONFLICT?

Write the term **conflict** on the board and ask students for a definition. List their responses and lead students to a simple explanation (e.g., disagreement, fight). Explain that conflict is normal but it is important to learn how to resolve conflict peacefully. Read aloud an example of a situation that might lead to conflict (examples below) and have students brainstorm possible outcomes for each one.

SAMPLE CONFLICT SITUATIONS
<ul style="list-style-type: none"> ■ Your brother wants to watch a one-hour long TV show at 7 p.m. and you want to watch a different TV show at 7:30 p.m.. ■ You and your friends are playing ball in the park when some older kids try to chase you off the field. ■ A student on the bus calls you names. ■ You want to be the first in line.

STANDARD 2.2: PERSONAL, INTERPERSONAL, AND LIFE SKILLS

Divide the board into two columns with the headings “Unhealthy Choices” and “Healthy Choices”. Using the examples, the class organizes the choices into the appropriate columns. Students complete a statement such as the following: “When a conflict appears, I have a choice and I choose...”

Variation: Divide the class into small groups, and assign each group a potential conflict. Working with a peer educator, each group role-plays the situations and the proposed solution. After students perform for classmates, discuss possible options for each situation.

[CCWR: 3.1/3.9/3.13]

B. CONSEQUENCES

Students review classroom and school rules regarding fighting. Assist small groups to develop role-plays of situations that might lead to a fight. Role plays should demonstrate non-violent ways to handle each situation. Discuss the possible consequences of each situation.

Variation: Students create posters, using words and illustrations, to define **conflict** and **consequence**.

Variation: Students create a set of classroom rules and decide on the consequences for those who break the rules. Provide students with a framework for rules regarding the following actions:

- Fighting
- Stealing
- Bullying
- Name-calling
- Touching
- Teasing

[CCWR: 3.1/3.2/3.7/3.13]

C. EXPRESSING FEELINGS AND HANDLING CONFLICTS

Explain that what individuals want, feel, or need may be different from others. These differences can cause conflict. Sometimes conflict can cause individuals to have strong feelings and say or do something that might hurt someone. Pose the following question: “What things people can do to prevent a conflict from occurring?” Be sure the students’ responses include the following.

STRATEGIES TO PREVENT OR RESOLVE CONFLICT		
■ Think before you speak.	■ Consider waiting.	■ Talk about one issue at a time.
■ Talk to someone else first.	■ Use “I” messages.	■ Avoid put-downs.
■ Be open to new ideas.	■ Make sure your body language matches your words.	■ Watch the tone of your voice.

Model some of the ideas so students can distinguish among them. Divide the class into four groups and assign each group a scenario, similar to the following examples. Each group decides what can be done to reduce or prevent a conflict from occurring and then present its ideas to the class.

SAMPLE SCENARIOS: CONFLICT

- Billy's older brother has been on the phone for 30 minutes. Billy needs to use the phone to call a friend about a homework assignment.
- Jenny's friend said she couldn't play on Saturday, then Jenny found out she went to the park with Ellen.
- Tommy always pushes everyone around at the bus stop. Your mom says to leave him alone—but that's not the problem. He won't leave you alone!
- You have been invited to two birthday parties on the same day. Your friend Mandy wants you to go to the same party as her. She claims the people at the other party aren't much fun but you really like them. Mandy is getting really bossy about this, saying she won't be your best friend if you don't go with her.

Variation: Brainstorm “real-life” conflict situations from the class. After you have gotten four or five suggestions, divide the class into groups. Assign each group one of the student-generated scenarios. Proceed as above.

Variation: Focus on the strategies to prevent or resolve conflict. After modeling each strategy, allow students time to practice. For example, provide students with “lines” and have them practice appropriate intonation, body language, and responses. Provide feedback to improve the use of the strategies. [CCWR: 1.1/3.1/3.2/3.7/3.10/3.13]

Teacher Tip: For a skill to become institutionalized and automatic, students need to practice. Though time consuming, mastery of these skills now will greatly enable students to meet the challenges ahead. Provide students with frequent opportunities to practice the skills. Provide positive feedback—not just during regular practice sessions, but every time you see evidence of the skills in action. Acknowledging the effective use of the skills will make students more comfortable with their use, bolster their self-esteem, and lead to a more collaborative environment.

D. I FEEL

Outline the steps for using “I Feel” statements when dealing with conflict. Students practice the steps in a number of situations, with the teacher or peer educators offering feedback and support. Students create a poster or mural that outlines the steps and provides illustrations of their use.

“I FEEL” STEPS

- | | |
|-----------------------------|--|
| State Your Feelings: | Begin your statement with “I feel ____.” Explain that the feeling you have is a result of the person's behavior. |
| Name a Cause: | Continue with “When you ____”. Tell them what specific behavior upsets you. |
| Ask for a Change: | Ask for a change in behavior: “I would like you to ____.” |

[CCWR: 3.2/3.10/3.13/4.3]

RESOLVING CONFLICT

Indicator 2.2-4: Define conflict and demonstrate appropriate nonviolent strategies to resolve it.

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Be sensitive to the fact that some students may manage conflict based on religious teachings or cultural values.

A. SKILLS FOR HANDLING DISAGREEMENTS

Brainstorm synonyms for the word **conflict** and write them on the board (e.g., disagreement, fight, clash). Explain that a conflict can arise over ideas as well as material things. Provide a number of examples, and solicit ideas from the class. Brainstorm options or behaviors that can be used to peacefully resolve conflicts and list on the board. The list should include the following strategies:

RESOLVING CONFLICTS

- | | | | |
|--------------------------|-------------------------------------|---------------------------|--|
| ■ Stay calm. | ■ Pretend you are the other person. | ■ Run away if threatened. | ■ Take time to cool down. |
| ■ Be polite. | ■ Don't use put-downs. | ■ Admit if you are wrong. | ■ Listen, then share. |
| ■ Ask an adult for help. | ■ Focus on the behavior. | ■ Think before speaking. | ■ Recognize your moods and how you feel. |

Divide the class into small groups. Each group develops a mural, booklet, or comic strip that illustrates the strategies. Students share their creations and discuss the use of the conflict management strategies.

Variation: Give each group a situation that illustrates conflict. Groups develop role-plays showing effective management of the situation. Classmates use a teacher-developed criteria checklist to evaluate each role-play for the effective use of the skills.

SAMPLE SITUATIONS

- Every day on the playground, two fourth-grade students pick a younger student to harass.
- Your friend wants to go the park but you'd rather stay at home and watch TV.
- An older student threatens to hurt you if you don't let him use your bike.
- You aren't tired and your mom is making you go to bed at 9 p.m.

[CCWR: 3.1/3.13/3.15]

Teacher Tip: The next activity has been adapted from *Social Decision Making Skills: A Curriculum Guide* by Elias and Clabby. The curriculum is part of an award-winning program designed to develop socially competent young people. For more information on the program, contact the Social Problem Solving Unit at (732) 235-4939.

B. WHO ARE YOU?

Use puppets or stuffed animals to introduce three characters that represent the ways people handle conflicts:

Mouse:	Meek, weak, doesn't stick up for his/her own ideas
Monster:	Bully, pushes ideas on others
Me:	A balance between a monster and a mouse

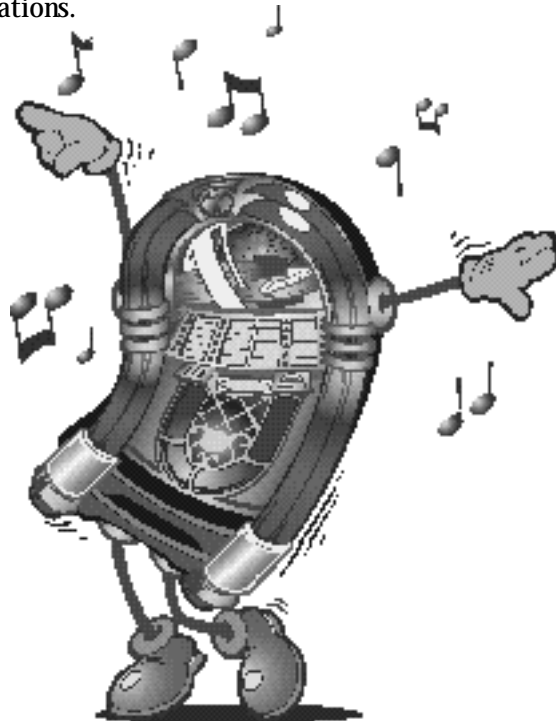
Model how each character might handle the same conflict situation. Allow student volunteers to participate in the demonstration. Then divide the class into small groups, and give each group a situation. Students determine if the character in the situation is responding as a mouse, monster, or "me". If the mouse or monster is in control, the group rewrites the situation to handle the conflict more appropriately. Groups present the original role-play and then the rewrite. As the students present their skits, they discuss the skills needed to manage conflict in a healthy way.

[CCWR: 3.2/3.9/3.13/3.15]

C. CREATE A SONG

Students choose a popular or classic song and rewrite the lyrics to present an anti-violence message. Other students may choose to write a story about a young person confronted with a problem and how he/she solved it and then put the story to music. Students share songs and stories and discuss the types of conflicts and strategies used in the creations.

[CCWR: 3.1/3.13/3.15]



COMMUNICATION

Indicator 2.2-5: *Describe how culture and the media affect the ways individuals communicate, show emotions, and cope with stress.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: The library media specialist can help identify stories and books that illustrate characters dealing with stress in positive ways. Use children's literature to reinforce problem-solving and coping skills.

A. WHAT IS STRESS?

Write the word **stress** on the board, and define it as a feeling a person gets when they are faced with a pressure. Explain that when a person experiences stress, his/her body goes through certain physical changes (e.g., heartbeat races, sweating, feeling nervous, confused). Ask the students: "What kinds of situations might make you feel stress?" List the responses on the board. Use a simple story or rhyme, such as "Little Miss Muffet", to illustrate stress. Tell students to listen carefully to the story for signs of stress. Ask several volunteers to reenact the story or poem. As they do, ask the following questions:

- What was Little Miss Muffet feeling when she saw the spider?
- What did she do?
- Would you react the same way? Why?
- How do spiders make you feel?

Explain that people need to practice ways to deal with stress so they will be prepared for situations like Little Miss Muffet's. Brainstorm ways the character might deal with the stressful situation. Students create a class big book using the same character and situation but incorporating the healthy coping strategies.

Variation: Divide the class into small groups. Provide each group with a stress-producing situation. Students discuss ways to deal with the situation and then report back to the rest of the class. Sample situations might include:

- Taking a test
- Speaking in front of the class
- Trying out for a sport team
- Getting lost at the mall
- Losing your lunch money or house key

[CCWR: 3.2/3.9/3.13/4.2]

Teacher Tip: When discussing feelings of anger and frustration, some students may want to share information of a sensitive or even confidential nature about their family and experiences. Some students may need to be referred to the school counselor as a result of class discussions. Reinforce the need for family and personal privacy.

B. WAYS TO COPE

In the previous lesson, students generated a list of possible coping strategies. Create 3"x5" cards, each with one strategy written and illustrated on it. Distribute one card to each student. Divide the board into two columns with "Healthy" and "Unhealthy" as the headings. Using a whip around activity, circulate and ask each student to explain his/her card. Students go to the board and place the card in the correct column. If the student places the card in the wrong column, ask another student to respond to the situation. After all the strategies are in the correct spots, introduce the term ***coping strategies***. Explain that learning to manage stress is an important aspect of wellness.

Variation: Provide students with a list of healthy coping strategies. (Younger students or students with limited reading skills may need illustrations and less text.) Students match the appropriate strategy to a list of stressful situations.

Variation: Students create a poster that displays appropriate ways to deal with stress.

Variation: Students create a puppet show that illustrates various stress-producing situations and healthy ways to deal with each.

[CCWR: 3.2/3.8/3.10/3.13]

Teacher Tip: Use popular children's television shows and movies to illustrate various stress-producing situations and ways to cope with such situations. Monitor the shows students watch and incorporate them into daily discussions on problem solving, appropriate communication, and coping with stress. Be alert to the fact that many shows do not represent appropriate coping skills and conflict management.

C. STRESSBUSTERS

Students create cards describing or illustrating strategies that can be used to reduce stress during the school day. The cards are placed in the "StressBuster Box." Whenever students feel stressed, they select a StressBuster tip from the box and perform the activity. StressBusters might encourage students to move to the quiet corner of the room, listen to some relaxing music on headphones, or stretch.

Variation: Students develop a logo and poster for a StressBuster Club. The purpose of the club is to share tips on how to handle times of stress. Students work with the school counselor to organize the club.

Variation: Brainstorm how students feel when they get angry or frustrated. Ask students to define stress and write the definitions on the board. Lead students to see the connection between the feelings of anger or frustration and stress. Provide examples to support this. Give each student a large sheet of newsprint and have him/her draw a self-portrait with stress inside. Discuss the pictures. Students draw smaller pictures outside the body that represent coping skills. Students share their pic-

tures with classmates and their parents or guardians.

[CCWR: 3.1/3.11/3.14]

D. SOCIAL STRESS REDUCTION

Ask: “How can friends help when you are feeling stressed out?” List the ideas on the board and explain that one of the most important qualities of a friend is the ability to listen. Brainstorm other characteristics of a good friend. Divide the class into pairs, and assign each pair a positive characteristic of a friend. Each pair develops a role-play that illustrates the characteristic. Qualities might include the following:

CHARACTERISTICS OF A FRIEND

- | | | |
|-----------|------------------------|---------------------|
| ■ Honest | ■ Responsible | ■ Good companion |
| ■ Fun | ■ Clean and neat | ■ Interested in you |
| ■ Helpful | ■ Kind and considerate | ■ Cheerful |
| ■ Shares | ■ Dependable | ■ Cooperative |

Variation: Students brainstorm a list of people who may be supportive when someone feels “stressed out.” Include parents, school, and community resources on the list. Students draw a picture of a person providing help during stress.

[CCWR: 1.1/1.2/3.1/3.13]

COMMUNICATION

Indicator 2.2-5: *Describe how culture and the media affect the ways individuals communicate, show emotions, and cope with stress.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: The following activity provides opportunities for students to identify stressors in their lives and develop coping strategies. Be prepared for a wide range of situations that trigger stress in children. Seek the assistance of the school counselor for those students with significant stressors or inappropriate reactions to the activity.

A. STRESS REACTIONS

In preparation for this activity, inflate a balloon and keep it where you have access to it but where it is out of students' sight. Without warning and when students are very quiet, pop the balloon and then ask: “How did you feel when you heard the noise? Did you know what it was? Did you expect it to happen? How did the sound make you feel? What physical reactions did you experience?” List comments and responses on the board. Explain that while some people react differently to stressful

situations, there are many common reactions to something that causes stress. Link the previous student comments and define the word **stressors** as things that cause stress in our lives. Brainstorm things that are stressors in students' lives, and discuss the kinds of reactions students have to stressors. Divide the class into small groups to develop a list of healthy coping strategies to deal with the stressors. Groups share their ideas.

Variation: Provide each group with a stress-producing situation similar to those listed below. Students identify the stressor(s) and develop a list of coping strategies for each. Groups present the situation to the class for discussion. Students complete the following statements:

- I can reduce stress in my life by...
- One thing that causes me stress is...
- I can go to _____ for help when I feel stressed out.
- When I feel stressed I can...

SAMPLE SITUATIONS: STRESS

- Your brother is a straight-A student.
- Your best friend just got a new CD player.
- Your dance recital is in 2 weeks.
- The soccer championship is tomorrow and you're in goal for the first time.
- You're new in class and have no friends.

[CCWR: 3.1/3.6/3.7/3.9/3.13]

B. MATHEMATICAL STRESS

Give students a very complicated oral math problem to complete. Speak clearly but faster than usual, and do not answer student questions as you pose the problem. Carefully observe the class as you read the problem. After a short period of time, explain that you are more interested in their reactions to the situation than the solution to the problem. Discuss how the students felt when trying to solve the problem, especially because you were reading quickly and refused to stop or slow down. As students describe the physical and emotional symptoms they experienced, explain that they were under **stress**. Brainstorm other situations that might cause individuals stress and list. For each situation, students develop a list of healthy and unhealthy ways to deal with the stress. Using this list, each student selects one stressor he/she experiences and writes a brief plan to reduce stress and deal with the stressor.

Variation: Students predict what might cause stress at various stages of life. Based on the predictions, students create a time line indicating different stressors occurring at the various phases of life and suggest ways to deal with each.

Variation: Invite a panel that includes representatives from various life stages to discuss ways they handle stress in their everyday life.

[CCWR: 3.1/3.6/3.7/3.12/3.13]

Teacher Tip: Point out that the use of alcohol, tobacco, and other drugs is not a healthful and positive way to deal with stress. Emphasize that violence and irrational behavior are not effective or acceptable coping strategies.

C. STRESS FREE ME

Students create a poem, story, song, or comic book that focuses on a character coping with stress in positive, healthful ways. Students share the creative works with classmates.

Variation: Students draw a picture of themselves in a stressful situation. Then they draw a second picture illustrating the effective use of coping strategies to address the same situation. Frame the pictures and display them.

[CCWR: 3.1/3.15]

Teacher Tip: The following activity requires students to watch a variety of television shows. Send a note to parents explaining the purpose of the assignment so students will be able to watch the shows and complete their reactions.

D. COPING AND TV

Students view three or more different kinds of television shows (e.g., comedy, news, sports, cartoon, commercial, mystery, drama, documentary, children's show) and look for situations in which a coping skill enters into the plot. Students keep a log of the shows they watched and the types of situations and skills used. At the end of the viewing week, students who watched similar shows compare their reactions. Pose the following question: "Does TV accurately portray the stressful situations and appropriate responses?"

[CCWR: 3.1/3.7]

ACCESSING HEALTH INFORMATION

Indicator 2.2-6: *Describe and demonstrate ways to access and present health information and ideas, and analyze the information for accuracy and reliability.*

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: Don't forget to involve the library media specialist whenever students are assigned projects requiring research. The library media specialist can instruct students in search strategies, suggest appropriate resources, and assist students to access a wide variety of media.

Standard 2.3: Alcohol, Tobacco, and Other Drugs

All students will learn the physical, mental, emotional, and social effects of the use and abuse of alcohol, tobacco, and other drugs.

SUBSTANCE USE: A PUBLIC HEALTH PROBLEM

The use of alcohol, tobacco, and other drugs (ATODs) by school-age children and youth is of great concern. Studies indicate that today's adolescents are less likely to view the use of ATODs as risky or harmful. Often, youth perceive that the use of these harmful substances is widespread, particularly by their peers. Many of these same studies tell us that our children are beginning to experience peer pressure to experiment with substances at an earlier age. While these findings are not new, schools are under increased pressure to "solve the problem." Substance use is both an educational and public health problem.

The *New Jersey Middle School Survey on Substance Use*, a survey of seventh and eighth grade students conducted in 1995, provides a base for monitoring future trends in substance use. The survey findings included:

- Evidence of considerable substance experimentation among students in this age group.
- Evidence that middle school students were offered and used substances early in life.
- Evidence that children throughout the state and across all socioeconomic levels experiment and use substances.
- Evidence that children have access to these substances and perceive no harm in using them.
- Evidence that risk factors of substance use are related to communities, schools, and families as well as individuals. (New Jersey Department of Health and Senior Services, 1996)

KNOWLEDGE: A KEY ELEMENT OF PREVENTION

Substance use during adolescence and early adulthood is a serious public health problem. Research findings suggest that the most successful prevention programs do not happen exclusively in either the school or community setting. Effective programs provide a wide-range of services for students and their families. Prevention programs are most likely to be successful when school personnel collaborate with parents, other community residents, and agencies. Extensive research studies indicate that successful programs help students to recognize internal and external pressures that influence them to use alcohol, tobacco, and other drugs. Successful prevention efforts assist students to develop personal, social, and refusal skills and emphasize that ATOD use is not the norm among most students. Effective programs are developmentally appropriate, use interactive teaching strategies, and are culturally sensitive and relevant for students. (Drug Strategies, 1996)

The relationship between wellness and academic achievement cannot be ignored. Lifestyle choices such as poor diet, lack of sleep and exercise, or the abuse of alcohol, tobacco, and other drugs can interfere with an individual's ability to perform at school or on the job. *Standard 2.3* is one mecha-

nism to promote healthy behaviors in school-age children and youth, guiding them towards lifelong wellness. The aim of this *Standard* is to provide students with the requisite skills and knowledge about alcohol, tobacco, and other drugs so they may make responsible and informed decisions throughout their lifetime. The *Comprehensive Health Education and Physical Education Framework* addresses only the instructional component of a comprehensive alcohol, tobacco, and other drug prevention program.

Substance abuse occurs in every community. While school programs can achieve effective prevention results, families and communities shape the larger social context in which school-age children and youth make decisions about the use of alcohol, tobacco, and other drugs.

Standard 2.3 strongly correlates with wellness activities. *Standards 2.1 (Health Promotion and Disease Prevention)* and *Standard 2.2 (Personal, Interpersonal, and Social Skills)* must be interwoven into the informational focus of *Standard 2.3*. Together, these *Standards* are the starting point for the development and implementation of a comprehensive ATOD prevention program that positively impacts students, their families, and the community in which they live, play, learn, and work.



MEDICINES

Indicator 2.3-1: *Define drugs and medicines, describe the purposes and correct use of medicines, and describe the role they play in the maintenance or achievement of wellness.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: In order for students to understand the concept of *wellness*, the teacher must clearly define the term. Related activities that support wellness can be found in *Standard 2.1*. Teachers may need to modify the definition of wellness to address the cognitive and developmental levels of students.

A. FEELING WELL

Distribute a piece of paper and crayons to each student and write the word *wellness* on the chalkboard. Ask the students to close their eyes and imagine a time when they feel well. Use prompt questions such as the following:

- How does your face look when you feel well?
- Where are you? on a beach? with friends or family?
- What are you doing? playing a game? listening to music?

Direct the students to open their eyes. Each student draws a picture of himself/herself when feeling well. Display the pictures in the classroom, and use them to introduce the elements of wellness (identify such concepts as happiness, laughing, exercising, being loved). After discussion, students complete a slogan such as:

- I feel great when...
- Wellness means...

Variation: Preschool and kindergarten students create a “Feeling Well Face” using a paper plate, crayons, and scraps of fabric and yarn.

[CCWR: 3.10/3.12]

Teacher Tip: The following lesson is a great way to introduce students to the school nurse. Involve the school nurse in classroom activities so students will become more familiar with school health services and will be more likely to use the services appropriately.

B. MEDICINES CAN MAKE YOU WELL

Tell the class a story about a make-believe creature who isn’t feeling well (e.g., a dragon with a sore throat). Ask the students: “What makes you feel better when you don’t feel well. Maybe you have a

cold or a sore throat. What makes you feel just a little bit better?” Students will probably respond with things like “soup,” “sleep,” or “medicine.” Write the student responses on the board and relate them to the story. Each student draws a “Get Well Creature” picture illustrating something that might make the creature in the story feel better. Use the student pictures to define the word **medicine** and explain how medicines can help the body. Follow this activity with a visit to the school health office. The school nurse explains the reasons for medicine use, safety rules for medicines, and related school rules including what students should do when they do not feel well in school. After the visit, brainstorm reasons why people might need medicines. Each student writes or illustrates one safety rule about the use of medicines. The rules are displayed as a border for the “Get Well Creature” drawings. [CCWR: 3.1/3.3/3.4/5.8]

Teacher Tip: Never ask students to bring empty medicine bottles or containers to class. The teacher or school nurse should supply clean, empty, labeled containers for classroom use.

C. SUBSTANCE SAFETY

For this activity, you need several empty containers of common household substances and medicines. Display the containers and describe each one. Emphasize those substances with warning labels or **universal warning symbols**. Draw the universal warning symbol on the board and write the word **poison** next to the symbol. After students have defined poison, divide the class into small groups and give each group several empty containers to examine. Two groups classify the substances as “healthful” or “harmful” while the other two groups classify the substances as “safe” or “poison.” Each group writes or illustrates one safety rule for the use of medicines and household substances. Reconvene the entire class and discuss safety rules. Add rules to the list as needed. [CCWR: 3.7/3.8/ 3.12/ 5.1/ 5.6/5.8]

Teacher Tip: Use the next activity to remind parents about the importance of childproofing their home. Create a parent newsletter, family checklist, or parent/child activity that will foster discussion about safety in the home.

Teacher Tip: Use older students as cross-age teachers for the following activity.

D. SAFE USE OF MEDICINE

Students create puppet shows demonstrating the proper use of medications. Divide the class into small groups, and assign each group a situation. After allowing time for practice, each group presents their puppet show. Allow time for comments and discussion after each show, reinforcing medication safety rules. After class discussion, students return to their original groups to create a poster illustrating the safe administration of medicines. Each group writes a slogan or poem to accompany the poster. Ideas for the scenarios might include the following:

- A parent administering medicine to a child
- The school nurse administering medicines to several children
- A family child-proofing its home

- A parent and child looking for warning labels and universal warning symbols
- A child trying to share medicine with another child

[CCWR: 3.1/3.13/4.2/5.8]

E. THE GREAT WALL OF WELLNESS

Divide the class into small groups. Within that group, each person lists five things that make him/her healthy. Each group presents their list to the class and a master list is developed. From the ideas on that list, the entire class creates a mural illustrating the healthy behaviors. Display the mural in the hallway, and encourage other classes to contribute to the continuation of the “wellness wall.” Link the activity to a wellness theme such as “Health Happenings” or “Proud to Be Drug-Free.”

[CCWR: 3.15/4.2]

MEDICINES

Indicator 2.3-1: *Define drugs and medicines, describe the purposes and correct use of medicines, and describe the role they play in the maintenance or achievement of wellness.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Involve the music teacher in the next activity.

A. FAVORITE THINGS THAT SUPPORT WELLNESS

Explain that many people have favorite things and that sometimes those things might not always be good for them. Play “My Favorite Things” (from the musical “The Sound of Music”) and ask students to listen carefully to the song. After the song has finished, ask students to list some of the items mentioned in the song. Ask: “Are the items mentioned in the song the same as your favorite things?” Give each student a chart with several categories of “favorites” (e.g., favorite food, TV show, song, sport, game, color, season). After students have had a chance to complete the chart, divide the class into small groups to compare charts. Members of each group discuss whether their favorites contribute to wellness. After limited discussion, each group selects from their collective lists three favorites that support wellness and report to the entire class. Create a master list. Reinforce that some things on the list may be better for us than others and help us to remain healthy. Each student draws a picture of their “healthy favorite” and completes a contract statement such as:

- I can stay healthy by...
- When I don't feel well, I will...
- My health resolution is...
- My favorite thing about being healthy is...

[CCWR: 3.10/4.3/4.5]

Teacher Tip: The following activity combines creative writing and the arts.

B. WELLNESS POEM

Open this activity by asking students what *wellness* means to them. Write several responses on the chalkboard. Students develop an acrostic poem using the word “WELLNESS” or “HEALTHY” and create a collage or poster illustrating the wellness theme. Display the poems and artwork and discuss ways to remain healthy.

Example:	W alker E nergetic L istens L oves family N ice to others E xercises S hares S ubstance-free	A ctive, energetic and full of fun N eat, my work is always done N utritious eater, no junk for me E xercises, full of energy!
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[CCWR: 1.2]

Teacher Tip: Prior to the next activity, students need to be familiar with basic vocabulary including: *drug, medicine, symptoms, prescription drug, over-the-counter drug, pharmacist, allergy, dosage, warnings, and side effects.*

C. CREATE A NEW MEDICINE

Organize the class into small groups, and distribute several empty containers of over-the-counter (OTC) and prescription medicines to each group. Students read the labels carefully and then answer five basic questions about the medicine (see sample chart below). Reconvene the entire class and have each group present the information on its chart. Ask students what other kinds of information might be on the label and discuss their responses. Students return to their original small groups to design a product, including important information on the label, such as dosage, time, reason for use, and warnings. Students use empty soda bottles or shoe boxes as “medicine containers.” After the medicine package is created, the group designs an ad for the product and tries to “sell” the product to the class. After the ads are presented, discuss the positive and negative aspects of the ads. Each student compares the student-created ads to ads in magazines, newspapers, on the Internet, or on television using a comparison/contrast map. Using the student-generated maps as a springboard for discussion, create a class map. As a completion activity, each student writes three things they learned from this exercise.

WHAT?	WHO?	WHEN?	WHY?	HOW MUCH?
Amoxicillin	John Doe	Three times a day	Strep throat	1 pill

Variation: Videotape medicine commercials commonly seen on television. Show a commercial just once, then have students try to answer the five questions listed above, using only the information supplied in the ad. Replay the commercial and have students try to complete the chart. Discuss the kinds of information available to the consumer in the ad versus the information listed on a medicine container or bottle.

[CCWR: 2.1/3.8/3.15]

Teacher Tip: When discussing health issues with students, be careful not to ask questions that might lead them to reveal medical information of a confidential nature. Keep questions simple and direct and don't ask for medical history information. If a child discloses information of a sensitive nature, discuss your concerns with the child and his/her parents.

D. MEDICINES CAN HELP US

Open this activity by asking the class how many of them have ever taken medication. Explain that some people need to take medication only when they don't feel well while others may have a health problem that requires them to take medicine every day. Give each student a list or chart of common medical conditions (e.g., asthma, diabetes, strep throat, a cold, poison ivy) that might require medication and a list of common medications. Each student completes the chart, matching the appropriate medication to the condition. After the charts are completed, focus a large group discussion on the appropriate use of medications, the need to follow treatment instructions, and sensitivity to others who have medical conditions. Associate this activity with a book on children with special health conditions (e.g., seizures, diabetes, HIV/AIDS, asthma) or a visit by the "Kids on the Block" puppet show. After the activity, students write a brief paragraph on the importance of taking medications correctly and safely.

[CCWR: 3.8/3.12/4.6]



RISKS/EFFECTS

Indicator 2.3-2: *Recognize the physical and behavioral effects of alcohol, marijuana, tobacco products, inhalants, anabolic steroids, and household substances that may be misused for mood-altering effects.*

SAMPLE LEARNING ACTIVITIES: K-2

A. HOW DRUGS CAN AFFECT MORE THAN ONE PART OF THE BODY

Students locate their hearts by putting their hands on their chests. Ask the students where the blood goes after it is pumped through the heart. Using diagrams or anatomical models, explain how the blood travels around the body. Students place one hand over their stomach and the other hand over an ear. Explain that if they were to take medicine for an earache, it would enter the bloodstream near the stomach and the blood would carry the medicine to all parts of the body. Reinforce that drugs change the way the body works. Remind students that the body is like a machine where all the systems and parts must work together. A change in one system can cause a change in another. Demonstrate this using dominos to show the action of drugs affecting the body. Using tape, put the name or picture of a body part on each domino. Sequence the dominos in the order medicines or other drugs pass through the body. Stand the dominos upright in the correct order. Place a domino marked “drug” at the beginning of the line and let it fall. Point out all the body parts that the dominos knocked down (or that were affected by the drug). Discuss the activity with students. Allow small groups to realign the dominos, and perform the exercise again. Conclude the activity by asking students what might happen to the body if one organ or system is damaged by alcohol, tobacco, or other drugs. Reinforce the concept that children should not take medicines without adult supervision because they do not know what changes the medicines might cause.

[CCWR: 3.2/3.3]

B. REACHING FOR GOALS

Write the word *goal* on the chalkboard, and ask students to define it. Focus the class on current goals and how things can sometimes interfere with those goals. Explain to the class how using drugs might interfere with achieving a goal. Direct each student to select a favorite activity and set a goal related to that activity. Students write how the use of alcohol, tobacco, or other drugs might interfere with the attainment of that goal. Divide the class into groups with similar goals, and have each group discuss what needs to be done to meet the goal. Each group lists three things they can do to improve their enjoyment and performance in those activities and shares the lists with the class.

[CCWR: 4.1/4.2]

C. WISH STAR

Tell the class to think about what they might like to be when they grow up. Discuss how the use of substances might interfere with attaining that dream. Divide the class into small groups and assign each group a career (e.g., pilot, teacher, police officer, racecar driver, dancer). Ask each group to think how the career might be affected if the person uses drugs. Provide students with trigger ques-

tions such as the following:

- Will the person be on time for work? Why or why not?
- Will the person be able to do the job safely? Why or why not?
- Will the person have friends at the job? Why or why not?

Reconvene the entire class and make a list on the chalkboard of all the problems identified. Summarize and restate how drugs can interfere with dreams, then have each student develop a “wish star” for his/her chosen career. Display the star with a class or school contract not to use drugs.

[CCWR: 1.2/1.3/4.1]

D. HEALTHY VS. UNHEALTHY

In pairs, students trace a body outline on a large sheet of paper. Students insert premade pictures of healthy body organs (e.g., brain, heart, lungs, stomach, kidneys, liver). Using markers, each pair makes the changes they think occur when organs are damaged by the use of alcohol, tobacco, and other drugs. Discuss the body tracings and labels. Next, post preselected magazine or newspaper ads for alcohol and tobacco products above the chalkboard. Students brainstorm the harmful effects of each substance and list those effects on the chalkboard below the appropriate picture (e.g., damaged lungs; black, stained teeth; car crash). Summarize the many ways alcohol, tobacco, and other drugs can harm the human body.

[CCWR: 4.2]

RISKS/EFFECTS

Indicator 2.3-2: *Recognize the physical and behavioral effects of alcohol, marijuana, tobacco products, inhalants, anabolic steroids, and household substances that may be misused for mood-altering effects.*

SAMPLE LEARNING ACTIVITIES: 3-4

A. WHY ALCOHOL IS NOT SAFE FOR CHILDREN

For this activity, you need two clear containers filled with water, one large and one small. The containers represent the people in a story. In order for students to make a clear connection between the containers and the people in the tale, label or decorate the bottles to resemble the characters. Ask the class what they think happens when two people drink the same amount of alcohol. Will the effects be the same for both? Read aloud a story about a large person and a small person. Both individuals are drinking alcohol. As you tell the story, add one drop of food coloring to both the large and small containers of water for each drink the characters consume. Ask: “Is there a difference in the water in the containers now that the “drinks” have been added? Who might feel the effects first?

How does body size influence the effects? What other factors might influence the individual's reaction to alcohol?" (Responses might include food, other drugs, medicines, illness, fatigue, age, and maturity.) Be sure to emphasize that size is not the only factor used to determine if one can drink safely. Guide the discussion towards the conclusion that alcohol use by children is not safe. Students illustrate the concepts discussed through drawings and write a short summary of what they learned in this lesson.

Variation: Cross-age teachers present a puppet show or skit to accompany the experiment described above. The peer leaders guide the discussion, emphasizing that most kids do not use alcohol and other drugs.

Variation: For this activity, you need two 4-ounce cups for each student. With students watching, mix a quart of water with the recommended amount of dry lemonade mix and a quart with twice the recommended amount. Fill one cup two-thirds full of regular strength and one cup one-third full of double strength. Students taste and compare. Explain that each cup has the same amount of powder but the concentration is different. Ask students how this could be connected to alcohol consumed by a child.

[CCWR: 3.2/3.7/3.9/3.12]

B. BODY SYSTEMS, DRUG EFFECTS

Explain that the body experiences many short and long-term effects from the use of various drugs. In small groups, students trace a body outline and add body systems to the tracing. Each group gathers information about the effects of alcohol, tobacco, and other drugs on an assigned body system. Using the information, each group develops a skit portraying various body parts and describing the effects of chemical substances on the assigned body system. Students use the body tracings and "sandwich board" costumes to illustrate the skit. After each group has presented its skit, students list at least one effect for each body system.

[CCWR: 3.4/3.5/4.10]

Teacher Tip: The next activity requires the use of cigarettes to demonstrate specific effects. Be sure to notify the building principal prior to any activity using tobacco products as there are specific laws and regulations regarding the use of these products in schools and public buildings. This activity can be used to make parents and students aware of the school district's "No Smoking" policies.

C. EFFECTS OF TOBACCO ON THE RESPIRATORY SYSTEM

This activity helps students visualize the effects of tobacco products on the respiratory system. To demonstrate the effects of smoking, use a smoking machine (available from health materials supply companies) or create your own (directions can be found on page 238). Students record their observations during the presentation. Emphasize during the discussion that certain effects are clearly evident, such as yellow teeth or bad breath, but that some internal changes may go unnoticed until years later. To illustrate this, use an old broom and a new broom to represent the cilia. Sweep a pile of dirt with the new broom and then with a broom that is worn and broken. Discuss the students' observations and relate them to the effects of smoking on the respiratory system. Introduce the con-

cept of ***secondhand smoke*** by asking students how cigarette or cigar smoke affects others. Organize small groups to develop strategies to minimize exposure to cigarette or cigar smoke. Groups share their ideas and create a large poster outlining the best strategies.

[CCWR: 3.2/3.13/4.8]

D. WHAT DOES SMOKING COST?

Discuss the costs of various items that students treasure (e.g. games, CDs). Explain that you have discovered a great way to save money: Never become a smoker! Provide information on the cost of individual packs and cartons of cigarettes and cigars. Divide the class into small groups, and assign each group a “hypothetical smoker.” Each group calculates the amount of money its smoker spends on tobacco products in one week, one month, and one year, then places their calculations on the chalkboard and justifies their answers. Each student writes a journal entry explaining things the smoker could do with the money saved if he/she quit smoking.

[CCWR: 2.2/3.12]

Teacher Tip: The following activity provides an ideal opportunity to have students share information about the correct use of the 911 emergency system with family members. This lesson can be used to make families aware of training in first aid and CPR or to notify them of parenting or baby-sitting classes. Emphasize that students should never practice 911 calls using a real telephone.

E. EMERGENCY: CALL 911

Introduce the concept that certain substances when inhaled or ingested may cause immediate and life-threatening reactions, such as breathing cessation or heart irregularities. After a discussion of the effects of certain substances, students develop role-plays of emergency situations where someone may have ingested or inhaled a poisonous or dangerous substance. Include a simulated 911 call, a call to the poison control center, and simple first aid procedures.

[CCWR: 5.1/5.2/5.6/5.8/5.9]

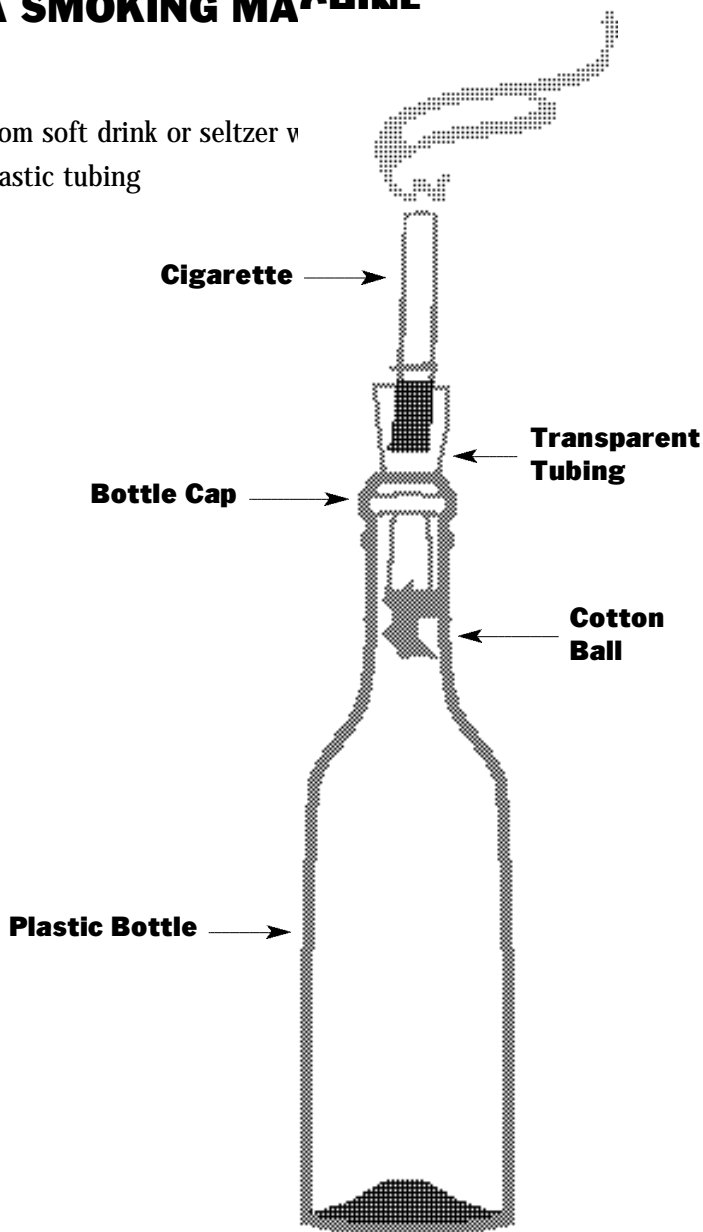
MAKING A SMOKING MACHINE

Materials

- 2 qt. transparent plastic bottle (from soft drink or seltzer water)
- 4-inch piece of 1/4" transparent plastic tubing
- 2 cotton balls
- 1 non-filter cigarette
- Matches
- 1 small piece of aluminum foil
- 1 cup of molasses or dark syrup

Procedure

1. Punch a hole in the bottle cap with a hammer and screwdriver.
2. Put cigarette in one end of tubing.
3. Push other end of the tubing through the bottle cap.
4. Stick one cotton ball in the other end.
5. Screw on the bottle cap.
6. Place the second cotton ball on a piece of paper next to the bottle.



Note: Arrange a location for the smoking experiment which minimizes smoke inhalation.

You may need permission to do the experiment inside depending on your school's smoke-free policy. Do the experiment near a window or in a sheltered place outside.

Caution: Students with asthma or other respiratory conditions should only be present for the introductory and follow-up discussions. Check with the school nurse before performing this experiment.

Adapted from: *Do It Yourself: Making Healthy Choices*, American Cancer Society, 1994.

SIGNS, SYMPTOMS, AND RESOURCES

Indicator 2.3-3: *Recognize the signs and symptoms of chemical misuse, abuse, and dependency, discuss their impact on personal and family health, and identify resources for help and information.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: It is often difficult to explain to youngsters why it is legal to purchase tobacco products or consume alcohol when we prescribe a “no use” message for them. Reinforce the idea that these substances can also be harmful for some adults, especially those who cannot control the amount of a substance they use. The next activity attempts to introduce the idea that “too much of anything might not be a good thing.”

A. TOO MUCH

Write the words “too much” on the chalkboard. Explain and demonstrate the concept of too much using containers of various sizes and overfilling some of the containers with water. Use a chart, similar to the one below, to brainstorm how too much can cause problems. Discuss how too much of something might be harmful or unhealthy.

TOO MUCH...	OUTCOME/PROBLEM
Candy	Upset stomach; dental caries
Sun	Sunburn; skin cancer
TV	Poor grades; get lazy
Medicine	Sleepy; upset stomach
Alcohol	Drunk driving; falling

[CCWR: 2.2/5.1]

Teacher Tip: The impact of chemical use by adults may be beyond the realm of comprehension of young children. Using stories or videos with cartoon characters may be less threatening. Be aware that some students may have already had experiences with alcohol or other drug use in their families and may disclose information during class discussions. Be prepared to refer students who appear to need more time to talk to a school counselor or substance awareness coordinator.

B. LEARNING TO BALANCE

Demonstrate the concept of *balance* by using a scale balance or riding a two-wheeled bicycle. Tell students when things get to be too much it is impossible to maintain balance. Demonstrate this by adding weight to one side of the scale or carrying a heavy load on one side while riding a bike. Explain that sometimes families become unbalanced. Share a story about a family that has problems because of too much. Ask: “How does the family deal with the problem? What can families do when they experience problems?”

[CCWR: 4.5/4.7]

C. HEALTH HELPERS

Explain that there are times when everyone, even adults, need help. Brainstorm a list of community helpers. Give each student a teacher-made chart, with pictures and words as headings, that categorizes health helpers (e.g., school nurse, hospital, SAC, police officer). Students complete the chart with the names and phone numbers of the health helpers. Place large posters with the names and pictures of health helpers in areas around the classroom. Read aloud various situations in which a student might need help. Students move to the area under the appropriate health helper and justify their choice. Be sure to include 911 emergency services and the poison control center as part of this activity.

Variation: Send a letter and laminated emergency phone number chart to each student’s family. In the letter, ask family members to complete the emergency chart with the student, sign the letter, and return it to school. Students post the emergency chart on the family refrigerator for easy access in an emergency.

[CCWR: 1.3/3.4]

SIGNS, SYMPTOMS, AND RESOURCES

Indicator 2.3-3: *Recognize the signs and symptoms of chemical misuse, abuse, and dependency, discuss their impact on personal and family health, and identify resources for help and information.*

SAMPLE LEARNING ACTIVITIES: 3-4

A. SHOEBOX THEATER PRESENTS: THE IMPACT OF ATODS

Students create a “Shoebox Theater” by drawing or creating a movie, frame by frame, which is pulled through slits on a box. In pairs, students write a story outline related to substance use and chemical dependency, then create the project and a script that can be displayed like subtitles in a foreign film. Present the films as part of a classroom film festival and discuss each one. Each student writes a review and summary of at least two theater presentations.

Variation: Using a computer program such as KID PIX 2 or KID PIX Studio, students develop a slide show to produce a movie in HyperCard format about the effects of chemical dependency on a family or individual. Drawing, sound narration, and transitions give a multimedia feel to the project. [CCWR: 1.3/2.8/4.8]

B. REWRITING COMMERCIALS

Show several TV commercials for alcohol products. After each commercial, ask if the ad clearly identifies the risks of alcohol use and abuse (e.g., some ads will mention designated drivers). Divide the class into small groups and show the ads again, this time asking students what messages the ads convey. Each group rewrites one ad as truthful and presents the ad to the class.

[CCWR: 3.10/4.2]

C. ATOD ABUSE CAN AFFECT OTHERS

Explain that anyone can have problems related to the use of alcohol, tobacco, and other drugs. Sometimes those problems don’t come from personal use, but from use by a relative, friend, or even a stranger (e.g., drunk driving). Read aloud a short story or magazine or newspaper article about a promising young athlete, musician, or scholar whose life was significantly impacted by the use of alcohol, tobacco, and other drugs. At the conclusion of the reading, ask students to identify the individual’s problems. In small groups, students develop a list of strategies to deal with the problems. Each group presents its strategies to the entire class for discussion.

[CCWR: 4.4/4.5/4.8]

RULES AND LAWS

Indicator 2.3-4: *Identify laws related to the sale and use of alcohol, tobacco, and other drugs.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Basic classroom and school rules serve as background for later study of laws specific to the use, abuse, and possession of alcohol, tobacco, and other drugs. Teachers should seize the “teachable moment” to discuss why rules and laws are necessary and identify the penalties or consequences one faces when laws and rules are broken.

A. GROUND RULES

Set the stage for a discussion of rules by using a book (e.g., *What If Everybody Did That?*) or video (e.g., *A Kid's Guide to Rules* available from Clearvue/eav, 1-800-CLEARVU) to discuss why rules are important. Post school and classroom rules and discuss what might happen if no one paid attention to the rules. Invite the principal to familiarize students with school, bus, and playground rules. Students illustrate class or school rules (e.g., walking on the right side of the hall, waiting for the bus on the sidewalk, standing in line) and display their illustrations on a “Welcome Back” bulletin board.

[CCWR: 1.1/4.7/5.8]

B. ADULTS HAVE RULES TOO

Explain that even adults must follow rules and laws. Invite adults from the school and community (e.g., school employee, police officer, parent, community leader, nurse, doctor) to discuss rules and laws on the job and in the community. Prior to the visit, pair students to prepare three questions about rules and laws on the job for the panelists. On the day of the visit, each pair interviews a community partner using their questions. Students illustrate the rules and laws identified in the interview.

[CCWR: 1.1/5.8]

C. SHOPPING BY THE RULES

Young students like to accompany adults to the store or mall. Provide small groups of students with a toy shopping cart containing a number of play items (or pictures of items) that can be purchased in a store. Give the students play money to purchase the items. Students review the contents of the cart and pull out items they cannot legally purchase (e.g., tobacco products, alcohol). Discuss how merchants can be fined for selling these products to children, and explain that the laws are designed to protect children.

Variation: Assign prices to each product. Students calculate how much money they can save if they don't buy the tobacco or alcohol products in the cart. Students use play money to illustrate costs and savings.

[CCWR: 1.12/4.8/5.8]

Teacher Tip: Because the following activity involves students moving in space without rules, several adults should monitor and process the lesson. The activity is an excellent opportunity to “team” the physical educator, classroom teacher, substance awareness coordinator, school nurse, and/or the school counselor to ensure a safe and meaningful activity. Involving a school administrator makes a direct connection to school rules.

D. ORDER FROM CHAOS

Design and facilitate a chaos activity that leads to a discussion of why rules are necessary. Assign small groups of students to each of four corners of a large, open play area. On signal from the teacher, teams move to a designated area, such as a small circle in the middle of the playing field or court. Students must stop and freeze on command. Designate the locomotor movement to ensure the safety of the participants (e.g., no running). After several trials of the activity, return to the classroom and ask the students what prevented them from getting to the designated area. Brainstorm ways to resolve the situation and place the ideas on the board. Connect the responses to the need for rules and laws. As an extension of this activity, ask students to predict what might happen in your school or community if there were no laws. Compile their ideas on the board and then divide the class into the original four teams. Each team discusses how problems in the school and community might be resolved if there were no laws. Each team reports their ideas to the entire class.

Variation: Use chalk to outline roads on the playground. Using colored lights or large flash cards representing traffic lights, students attempt to follow the rules of the road (e.g. staying to the right, stopping). During the activity, identify students who are following the rules. Discuss what might happen to those students who are not following the rules (e.g., accident, ticket, injury).

[CCWR: 1.1/4.7/5.8]

RULES AND LAWS

Indicator 2.3-4: *Identify laws related to the sale and use of alcohol, tobacco, and other drugs.*

SAMPLE LEARNING ACTIVITIES: 3-4

A. RULES ARE IMPORTANT

Establish classroom ground rules using charts and bulletin boards. Ask students why rules are necessary and write their responses on the board. Organize the class into small groups to select a classroom “rule for the day.” (The rule may be a silly one, such as hopping on one foot when answering a question, or the rule may be a routine classroom rule.) The class votes on the rule for the day and discusses the consequences for those who don’t follow the rule (e.g., distribute play money and collect a fine). At the end of the day, focus on the day’s events and any problems with the rule. Discuss why rules are necessary. Each student writes an ending to the following statement: “Rules are important because...”

[CCWR: 1.1/3.10/5.8]

B. RULES FOR CHILDREN

Divide the class into small groups to list reasons why alcohol and tobacco products should not be sold to children. Have each group present its list and discuss. Then, invite a police officer or lawyer to speak to the class about rules and laws, with special emphasis on laws regarding access to tobacco products and alcohol by children. After the presentation, each student writes a thank-you letter to the speaker, highlighting what he/she learned in the presentation.

[CCWR: 4.8/5.8]

C. LAWS AND RULES AROUND THE WORLD

Present several outdated laws to the class (e.g., not tying your horse to lampposts, no dancing in public). Briefly address how laws are created and repealed in the United States. Students research and compare laws and rules in other countries and discuss the results of their research.

Variation: Students write a letter to a pen pal from another country asking about alcohol and tobacco product laws. Post and discuss responses to the letters.

[CCWR: 4.10/5.8]

D. RULES ON THE JOB

Students write a letter to a parent or other adult, inquiring about special rules or laws he/she must follow on the job. Use the responses to discuss how rules apply to adults. Students create a master list of all the rules and compare them to classroom and school rules.

[CCWR: 1.1/5.8]

ILLNESS AND INJURY

Indicator 2.3-5: *Describe how the use, misuse, and abuse of alcohol, tobacco, and other drugs contribute to the incidence of illness and injury.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Whenever classroom activities require movement, be sure the environment is free from obstacles that might contribute to injury.

A. PERFORMANCE UNDER THE INFLUENCE

This activity uses the game, “Pin the Tail on the Donkey,” as a vehicle to discuss changes and problems associated with substance use. Play the game according to the usual rules. Ask: “How difficult is it to pin the tail on when blindfolded and dizzy?” Next, spin a student around without the blindfold, and ask him/her to walk on a chalk line. Connect the sensations to that of being under the influence of alcohol or another drug. Divide the class into small groups to select a job, such as a truck driver, doctor, or teacher. Each group discusses how an individual’s job performance might be

affected by the use of substances and then presents a summary of its discussion to the class. Shift the focus from future career to the effects of alcohol, tobacco, and other drugs on school performance. Ask: “How might a student perform on a test or speech if under the influence of alcohol, tobacco, or other drugs?” Each student completes the lesson by writing a brief summary of the effects of substances on school and work performance.

Variation: Instead of playing “Pin the Tail,” use a target throw game. Provide students with soft balls or beanbags. Each student aims for the target before and after spinning. Discuss the difficulties associated with performing this task and relate this to substance use.

Variation: Focus the small-group discussions on the operation of motor vehicles. Students discuss how substance use might impair one’s ability to drive a car, motorcycle, bicycle, or ATV.

[CCWR: 1.1/1.2/5.1/5.2]

B. SMOKING AND FIRE SAFETY

Invite a representative from the local fire department to speak about fire safety. Discuss the role that cigarettes, lighters, and matches play in house fires. Students create fire safety posters.

[CCWR: 5.1/5.2/5.9]

Teacher Tip: Because a parent or other loved one smokes, some students may become upset or frightened when you discuss the negative aspects of tobacco use. Be prepared to provide those students with supportive care. Keeping parents informed about classroom topics will help parents understand their child’s concerns.

C. SMOKING BOTHERS ME

After discussing the effects of *secondhand smoke* or *passive smoking*, students practice tactful and respectful ways to let others know that smoking bothers them. Each pair models its responses for the class. Discuss laws designed to protect individuals from passive smoking.

[CCWR: 4.4/4.5/4.7]

Teacher Tip: When inviting speakers to the classroom, involve representatives from community agencies that students are most familiar with, such as local healthcare providers, hospitals, and clinics. Be sure to involve speakers that reflect the cultural and ethnic diversity of the classroom. A list of national and state agencies can be found in the Appendix .

D. COMMUNITY AGENCIES CAN HELP

Invite a representative from a community health agency (e.g., a local hospital, the American Cancer Society, the American Lung Association) to discuss the effects of tobacco use. Be sure the speaker discusses programs available to help people quit smoking. As a follow-up activity, each student writes a thank-you letter to the representative/agency outlining one fact he/she learned from the presentation.

[CCWR: 3.4/5.6]

ILLNESS AND INJURY

Indicator 2.3-5: *Describe how the use, misuse, and abuse of alcohol, tobacco, and other drugs contribute to the incidence of illness and injury.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Combine the following activity with a language arts or visual arts lesson to serve as an effective culmination to the study of alcohol, tobacco, and other drugs.

A. PICTOGRAPH STORY: IMPACT OF ATODS

Tell students that the use of alcohol, tobacco, and other drugs affects the lives of many people. Explain that a person does not have to be using the substances to be affected by them (e.g., a family member may use drugs). Direct students to think about the many ways ATODs impact a person's life. Using these ideas, students create a pictograph story—a story using student-made drawings or pictures from magazines to illustrate key words and phrases. The story should depict ways in which people's lives are impacted by ATOD use and abuse (e.g., car crashes, falls, fires, illness, time lost from work or school). Students exchange stories and provide positive feedback. Reinforce the message that help is available for people with substance abuse problems and for those affected by another person's use.

Variation: Invite a representative from the Automobile Association of America (AAA) to speak about alcohol and traffic safety. Students incorporate information from the presentation into their pictograph story.

[CCWR: 4.5/4.7/4.11/5.6]

Teacher Tip: Even though the media may present the use of alcohol, tobacco, and other drugs as glamorous or funny, emphasize that there is nothing humorous about the problems caused by drug use.

B. ACCIDENTS AND CRIME: THE ALCOHOL CONNECTION

Begin this activity by reading aloud a newspaper or magazine article about an alcohol-related accident or crime. Brainstorm situations that may occur as a result of the use of alcohol, tobacco, and other drugs and write the ideas on the board. Supply the class with magazine and newspaper articles that clearly illustrate the relationship of substance use and incidents such as fires and car crashes. Students graph the incidents by type and substance and discuss the conclusions. Each student and his/her parent or guardian watch a local newscast for three consecutive nights. For each program viewed, students chart the number and kinds of incidents reported involving substance use. Students share their findings with the class.

Variation: Have a police officer discuss the number and kinds of ATOD-related incidents occurring in the community. Each student writes a thank-you letter to the officer, recommending one solution to the problems described in the presentation.

[CCWR: 3.12/4.10/5.1/5.6]

C. WARNING LABELS

Show students warning labels on tobacco products and explain why the labels are required. Students read and analyze the warnings and create a new warning label for tobacco or alcohol products that more clearly describes the risks of use. Display the student-created labels and discuss why such labels are important. Pose the following questions: “Do people stop smoking or drinking after reading the labels? Why or why not? Are the labels effective in stopping the use of tobacco or alcohol products?” Require students to defend their answers.

[CCWR: 3.8/5.8]

Teacher Tip: Whenever examples, scenarios, or case studies are used in this *Framework*, feel free to create examples that best reflect the needs of your students. Be sure the examples used in your classroom are relevant to the student population, considering their developmental level, culture, and experiences.

D. WHAT IF..

Students write a story about a situation concerning the use of alcohol, tobacco, and other drugs. Provide a trigger sentence, similar to the ones below, to start the stories. The main character in each story must clearly identify the problem, work through a decision-making model, and find an appropriate solution to the problem. Students present their stories as a skit, create a cartoon, or design a picture board or movie poster presentation. Students critique the use of the skills presented in the story. Guide the discussion to reinforce the use of effective decision-making, assertiveness, and refusal skills.

WHAT IF YOU...

- See a 3-year-old playing with matches or a lighter?
- Have to a ride home with someone who appears drunk?
- Find your little brother playing with an open container of cleaning fluid?
- Have severe asthma and must attend a family party where people smoke?
- See your friends pretending to drink beer from an empty beer bottle?

[CCWR: 3.1/3.4/3.10/3.11/3.13/3.14/4.8/5.1]

Standard 2.4: Human Sexuality and Family Life

All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.

A significant challenge facing educators and school policy makers as the 21st century approaches is to assure that the youth of today will complete school prepared to be productive, responsible, caring, and healthy people. Today, this means that schools must go beyond nurturing the intellect to address the holistic needs of children. Among those needs are the knowledge, attitudes, and skills gained through a planned, sequential health education program that includes sexuality education designed to foster positive social and sexual behavior.

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(National Guidelines Task Force, 1992)

FAMILY LIFE EDUCATION

The Center for Educational Policy Analysis in New Jersey and the Center for Public Interest Polling at Rutgers University's Eagleton Institute of Politics conducted a study of family life education. Released as a report entitled *Is Playing It Safe Unsafe?* the study concluded that public support for family life education is strong and growing (Firestone, Ballou, Bader, and Whelchel, 1995). New Jersey has a long history of support for family life education. The State Board of Education first recommended the offering of "sex education" courses in 1967. The policy statement issued by the Board at that time noted the following points:

- Sex education is a responsibility that should be shared by the home, religious institutions, and school.
- Sex is a major aspect of personality. It is intimately related to emotional and social development and can be best understood by relating it to the total adjustment of the individual in the family and society.
- The primary purpose of sex education is to promote wholesome family and interpersonal relationships.
- Sex education is a continuous process throughout life.

In 1979, a five-member committee appointed by the president of the State Board, examined existing sex education practices and trends and recommended improvements to existing state policy. As a result of this review, the State Board of Education decided to require **family life education** because it was convinced local school districts needed a state-level directive to trigger instruction in this area. Thus, the family life mandate became reality (White-Stevens & Burcat, 1981).

The family life education mandate was essentially unchanged until May 1996 when the State Board of Education adopted the *Core Curriculum Content Standards in Comprehensive Health Education and Physical Education*. The *Standards* “drive” instruction in New Jersey’s schools and set the tone for curriculum development and assessment. *Standard 2.4: Human Sexuality and Family Life* aims to provide students with the knowledge and skills needed to establish healthy relationships and practice safe and healthful behaviors. The *Standard* and supporting cumulative progress indicators lay the foundation for an instructional program focusing on healthy sexual development as well as the prevention of sexually transmitted diseases, HIV infection, and unintended pregnancy. Ultimately, the goal of the *Standard* is to produce students who take responsibility for their sexual health and the health of their relationships.

MEETING THE NEEDS OF YOUTH

Today’s teenagers reach physical maturity earlier and marry later. Professionals, politicians, and parents share a deep concern about unplanned adolescent pregnancy, out-of-wedlock childbearing, sexually transmitted diseases, HIV infection, sexual abuse, sexual assault, and the potential consequences, both physical and emotional, of early sexual activity. Recent studies indicate that the number of teenagers engaging in sexual intercourse has declined in the 1990s. Lloyd Kolbe, director, Division of Adolescent and School Health (DASH) at the Centers for Disease Control and Prevention (CDC) attributes the decrease to the collaborative nature of prevention. School-based sexuality education programs (supported by community-based programs and religious programs) and increased parental involvement have contributed to the decline. While the decline is an important milestone, Kolbe warns against becoming complacent (Cimons, 1998).

Knowledge is not enough. Students need opportunities to think, reflect, and consider the implications of sexual decisions. For this to happen, students need ample opportunities to practice and refine essential decision-making and problem-solving skills. They need to develop effective communication skills. *Standard 2.2: Personal, Interpersonal, and Life Skills* addresses these skills in detail and is an essential complement to *Standard 2.4*.

This *Framework* reflects the spectrum of issues that impact today’s youth. It is not a sequential curriculum and should not be used as such. As in other chapters of this document, the sample learning activities merely serve as a means to explain or illuminate the cumulative progress indicators and provide teachers with ideas and resources to support effective instruction. Without a doubt, human sexuality and family life education is a controversial and sensitive area. Dealing with sensitive issues and involving parents and community members in program development is discussed in *Chapter 3: Linking the Standards and Framework to Curriculum Development*.

Sexuality is a natural and healthy part of life. From the moment of birth, children learn about love, touch, and relationships. This *Standard* and the related cumulative progress indicators aim to assist all students to develop a positive view of sexuality and, at the same time, develop the skills and knowledge needed to establish healthy patterns of behavior now and throughout life.

HUMAN DEVELOPMENT

Indicator 2.4-1: *Identify the stages of human development from conception to death.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Photos and pictures displayed should represent a wide variety of ethnic backgrounds.

A. FROM START TO FINISH

Display photos or pictures of a person from infancy to their current age. (Remember that students enjoy seeing baby and childhood pictures of their teacher.) Discuss how the person changed as he/she grew older, and list student responses. Explain that all living things have a beginning and an ending and that they start small and grow. (Even baby hippos are small compared to mama hippo!) Using pictures of babies and adults cut from magazines, discuss how living creatures change as they grow.

Variation: Students create a baby collage, using pictures of baby animals and plants. (Don't forget to include insects and reptiles as well as humans.) Discuss the similarities and differences.

Variation: Students develop a bulletin board that shows the various stages of life. Use photos to show the various stages of human development. Students write descriptions for each stage and picture (e.g., pictures of baby taking first steps, riding a bike for the first time, graduation).

[CCWR: 3.7/3.9]

B. PHOTOGRAPHIC TIME LINE

Students bring in their own baby pictures and compare them with a recent photo. Students use the photos to develop a timeline of their life, share it with classmates, and discuss how they have changed.

Variation: Write the words *physical*, *emotional*, and *social* on the board. Define each and ask students for examples. Students present their timeline to the class and describe one change from each of the three categories.

[CCWR: 3.7/3.9]

C. WHERE DO I COME FROM?

Ask students: "Where did you come from?" (Some students will name towns while others may say my mom's stomach.) Explain that all living things start very small in safe, protected places where they grow and become very special. Introduce the terms *uterus*, *embryo*, and *fetus* by showing a simple fetal development chart. Display objects that are the approximate size of the human embryo/fetus at various stages of development. Discuss how the fetus grows during its time in the uterus. Allow students to hold and examine a life-sized infant doll so they can visualize the changes.

Variation: Invite a pregnant parent or teacher to class so students can ask questions and observe. If possible, allow students to hear the fetal heart rate, feel fetal movement, or view a fetal sonogram.

Variation: Fill a balloon half full with warm water and drop in a marble. Tie the balloon. Explain that the balloon represents the uterus and that the fetus (the marble) is protected by a special fluid in the uterus. Reassure students that the baby breathes in a special way during this time.

Variation: Use trade books or videos, (e.g., *Berenstain Bears*, *Little Critter*, *Arthur*) to introduce children to various family members, including a new baby. Coordinate the use of the book or video with play activities that promote the proper care and handling of an infant, and allow children to explore the role of being a parent through play.

[CCWR: 3.2/3.7/3.9]

Teacher Tip: Keep parents informed of classroom activities so they can be prepared to answer their child's questions. Provide parents with supportive materials to reinforce learning that takes place in the classroom. Be sure to let parents know the appropriate vocabulary used in these lessons. Some parents may still have a difficult time using the correct names for body parts.

D. MY BODY, MY HOME

Begin this activity with a rendition of a song such as “Head, Shoulders, Knees and Toes”. With each verse add new parts of the body to the song. Make a list on the board of all the body parts mentioned. Explain that our bodies are made up of many small parts that work together to keep us healthy and help us grow into adults. During the song, there were certain parts of the body that were not included. Ask students if they know the names of some of those body parts. Explain that the class did not touch their private parts (those covered by a bathing suit or underwear). Use two anatomically correct dolls (or felt figures) wearing bathing suits or underwear to discuss the correct names for these body parts. Reinforce the correct terms and review what **private** means. Remind students that people should only touch the private parts of their body when they are in a private place (e.g., bathroom).

[CCWR: 3.12]

HUMAN DEVELOPMENT

Indicator 2.4-1: Identify the stages of human development from conception to death.

SAMPLE LEARNING ACTIVITIES: 3-4

A. CHANGE: IT JUST HAPPENS

Pose this question: “What is one thing you know now that you didn’t know last year?” After discussion, explain that in each stage of life people learn new things and grow physically, socially, and emotionally. Discuss new things learned this year. Provide each student with a human growth and development chart similar to the one below. Divide the class into several small groups to complete the chart. Each group shares its chart and discusses the results. After discussion, students predict (in writing) “What I Will be Like in 2 Years, 5 Years and 10 Years.”

HUMAN GROWTH AND DEVELOPMENT						
Type of Growth	Infant	Toddler	Child	Teen	Adult	Senior Citizen
Physical						
Social						
Emotional						

[CCWR: 1.3/2.3/4.1]

Teacher Tip: Some students may have difficulty discussing death. Be sensitive to religious and cultural beliefs as well as past experiences.

B. LIFE AND DEATH

Draw a time line on the board representing birth to death. Explain that many people today live longer than in previous decades. Brainstorm and note the reasons and share some examples from local newspapers and magazines. Discuss how everyone is faced with the death of someone close to them and that when this happens, people rely on family, friends, religion, and culture to feel better. Define **death** as a loss, except that unlike losing a favorite toy, a person cannot go to a store and buy a new grandpa or pet. Read a story such as *Aarvy Aardvark Finds Hope* or *The Fall of Freddie the Leaf* and discuss. Explain that even adults need help when someone close to them dies but that having a strong family and friends can help.

Variation: Use a video such as *The Lion King* to explain the “Circle of Life.” What does this mean?

Variation: Show the video *It Must Hurt A Lot* (or read the story). Discuss how people feel when they lose a pet. Students discuss and list ways to deal with those feelings.

[CCWR: 3.2]

Teacher Tip: Students often think that all older citizens are hard of hearing or blind. Reassure them that just because a person is a grandparent or retired, he/she is not “handicapped” by aging. To counter this perception, invite active senior citizens to serve as mentors for school activities.

C. GROWING OLD

For this activity, you need several sets of ear plugs (to represent hearing loss); glasses smeared with petroleum jelly (vision loss); thick gloves or mittens (arthritis); gum balls or jaw breakers (dental problems); and unflavored seltzer water with unsalted pretzels or crackers (loss of taste). Set up five stations. At each station, students complete a series of simple tasks while experiencing one of the results of aging. Students keep an informal journal of the activity. At the conclusion, students write a reaction to the exercise. Discuss ways to help older citizens who may be experiencing the problems of aging.

Variation: Take students on a field trip to a senior center, nursing home or assisted living center to talk to senior citizens about their activities.

[CCWR: 3.2/3.7/3.9]

D. DEVELOPMENTAL TOYS

Bring in toys and products used at different developmental stages (e.g., pacifier, training pants, stuffed animals, makeup, deodorant). Students arrange the items as part of an object time line around the classroom, discuss the use of the items, and correlate each to the appropriate age and stage of development.

Variation: Students discuss toys used when they were younger. How have students grown or matured since they used the toys? How have their choices changed?

Variation: Why are toys designed for specific age groups? Students examine the warnings on various toys and food items and explain why the warnings and age requirements are needed.

Variation: Students interview a grandparent or older person about the toys and games of his/her youth and report to the class. Invite the interviewees to teach the game to the class.

[CCWR: 3.2/3.7/3.9]

Teacher Tip: Some students may be sensitive about their height or weight. Each student can keep an individual portfolio of changes during the school year rather than posting the results on a bulletin board. For those students with a weight problem, reassure them that there are healthy ways one can lose weight. Encourage these children to be physically active and monitor their lunchtime practices. Work with the school nurse, the counselor, and the child’s parents/guardians to support healthy eating and exercise.

E. I’M GROWING

Students measure each other’s height and shoe size and graph the results. (Invite the school nurse to be a part of this project.) Repeat the measurements two more times during the school year to plot each student’s growth. Explain why some students have had a growth spurt while others have not (e.g., heredity, endocrine changes). Reassure students that everyone grows at his/her own rate.

[CCWR: 3.6/3.7]

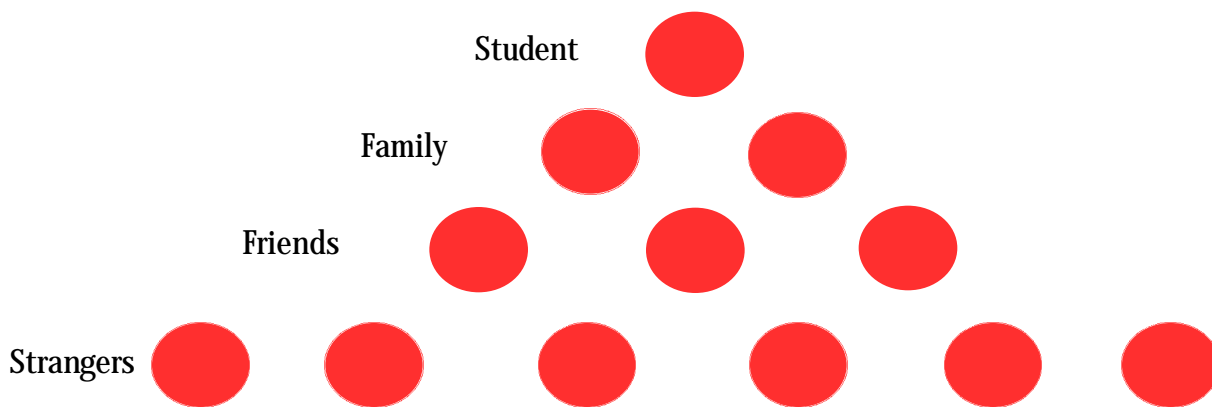
AFFECTION AND CARING

Indicator 2.4-2: *Identify ways to show affection and caring that are appropriate for children.*

SAMPLE LEARNING ACTIVITIES: K-2

A. CONTACT

Use tape, chalk, or poly spots to create a diagram on the floor similar to the one below.



One student stands in the darkened circle. As you discuss the various kinds of people that students come in contact with, add student volunteers to the remaining circles (e.g., the closest circles represent family; the next level, friends; and the last level, strangers). Define the word **stranger** and write on the board. Ask students what they should do if a stranger moves closer to their circle. List their responses and then write on the board: **NO! GO! TELL!** Discuss each element of the strategy.

Variation: Students stand and stretch their arms out straight to the sides. If their fingertips touch someone else, they must adjust their position. Tell them to keep their arms outstretched and slowly turn in a circle, while staying on the same spot. When they have made a complete rotation (encourage children to do this slowly), explain that they have just measured their **personal space**. Ask students what this means and write their responses on the board. Discuss the need to respect the privacy and personal space of others at home, in school, and on the playground. Students make a list of who can enter their personal space.

[CCWR: 3.2/3.7/3.9/4.2/5.3]

Teacher Tip: Use peer educators to assist groups to role-play each situation in the next activity.

B. NO! GO! TELL!

Students practice recognizing and reacting to potentially dangerous situations involving strangers. Read aloud a scenario about a child approached by a stranger (sample below). Explain how the child stayed safe by using the *No! Go! Tell!* strategy. Divide the class into groups and give each a situation. Groups decide if the situation warrants the strategy. Reconvene the groups and reinforce the concept of safe, trusted helpers. Brainstorm a list of ways to stay safe, and write them on the board. Students complete the following journal entry: “I will stay safe by...”





SAMPLE SITUATIONS: STRANGER SAFETY

- Josey is walking home from school. A man she does not know asks her if she wants a ride home.
- Alex is playing in the park. A person asks Alex to show him how to get to the school.
- Taran and Max are playing in the woods near their house. A person tells them they will get a reward if they can find a missing puppy.

[CCWR: 3.13/4.2]

C. I FEEL

Display pictures of faces showing certain emotions (e.g., happy, sad, confused). Students guess the feelings represented in the pictures and then share what makes them experience those same feelings. Give students an assortment of facial expression stickers (or circles with the expressions drawn on them) and a chart similar to the one below. Students place the feeling face sticker next to the matching statement. Discuss the student choices.

I FEEL STATEMENT	S T I C K E R S
When someone hits me, I feel...	
When someone kisses me, I feel...	
When I lose a game, I feel...	
When I'm with my friends, I feel...	

Variation: Students select a picture from a grab bag, then describe the picture and how the people in the picture might be feeling. Students must use feeling words in the description. Emphasize that different people can have different feelings even if they are in the same situation.

[CCWR: 3.2/4.6/4.7]

D. SAFE AND GENTLE TOUCH

Explain that safe and gentle touching is acceptable in class. Students practice safe and gentle touches. As students sit in a circle, go around the circle and shake everyone's hand, offering a smile and pleasant greeting. Allow other students to do the same (encourage the more aggressive students to be gentler). Students pat a neighbor's hand or pat him/her on the back. Next, students place an arm around their neighbor's shoulder and hold hands connecting the circle. Explain that safe and gentle touches make people feel good and don't scare people; they let people know that someone cares. Students stand, join hands while still in a circle, and step back to make the circle very large. Still holding hands, students walk to the center of the circle and "reach for the stars." Students complete the activity by finishing the statement: "Friends don't hurt friends..."

[CCWR: 1.1/4.2/4.6]

Teacher Tip: Emphasize that all children have trusted adults they can talk to if they think they have been touched in an unsafe way. Encourage students to identify their safe helpers.

E. SAFE AND UNSAFE TOUCHES

Begin this lesson with a review of the ways children take care of their bodies (e.g., food, rest, exercise). Ask students: "Who owns your arms and legs? your body?" (Students should answer "We do.") Explain that everyone has the right to say no if someone touches them in a way that makes them feel hurt, uncomfortable, afraid, or confused. Define **safe** and write *SAFE* and *UNSAFE* on the board. Brainstorm activities for each column similar to the example below.

SAFE	UNSAFE
<ul style="list-style-type: none"> ■ Hug from parent ■ Doctor giving you a check-up ■ Shaking hands ■ Mom giving you a bath 	<ul style="list-style-type: none"> ■ Pinching ■ Hitting ■ Pushing ■ Someone touching your private parts

Reassure students that there are a few times when things may hurt that are good for you (e.g., dental care, getting an immunization). After discussion, students create a poster or collage that illustrates the theme "Safe Touches."

AFFECTION AND CARING

Indicator 2.4-2: *Identify ways to show affection and caring that are appropriate for children.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Invite parents, family members, and representatives from the community to assist with the next activity.

A. GREETINGS

Circulate around the room and greet individual students in a different way. After you have greeted a few students, ask for new ways to say “hello.” Explain that greetings are a way to show caring and affection as well as courtesy and respect. Model ways different cultural groups greet one another. Small groups learn and practice greetings and compliments in various languages and present what they have learned to the rest of the class.

[CCWR: 4.6]

B. FEELING GOOD

Ask students: “How many of you feel really good today? What makes you feel that way?” Explain that sometimes things happen to people that make them feel good and sometimes things happen that make people feel bad. Students discuss things that make them feel safe and happy. Next, provide a number of textured, tactile experiences (e.g., lambs wool, silk, an emery board) and have students classify the experiences as feeling good or feeling bad. Students relate the sensation to actual experiences that make one feel good (e.g., the soft fur feels like a warm hug). Explain that people need lots of “warm fuzzies” in their lives; things like hugs, compliments, and smiles make people feel good. The “cold pricklies”—teasing, hitting, or hurting—leave people feeling sad and grumpy. Students make a list of ways they can give their classmates “warm fuzzies” and share their lists with the class. Students complete the following statement: “A warm fuzzie makes me feel...”

Variation: Read aloud the *Warm Fuzzy Tale*. Students plan a class activity to foster positive interaction. Students write their own version of the tale or create a skit and perform it in class.

Variation: Prior to this activity, create a kindness flower or pin. Write on the chalkboard “Kindness is Contagious.” Discuss the statement and explain that you will be observing students for acts of kindness. When you see such an act, the student will be rewarded with a special flower (or pin). That student recognizes another act of kindness and passes on the reward. After several days of this activity, discuss how the acts of kindness made students feel. Were they more observant of positive behavior? Students brainstorm the acts performed during the designated time period and develop a strategy to support such activities throughout the school year.

[CCWR: 1.1/4.6]

C. AFFIRMATIONS

Ask students: “Did you ever feel really down and then, all of a sudden, someone complimented you and your whole mood changed?” Explain that one way to show others you care about them is to offer

an **affirmation**, a positive stroke or compliment. Explain that getting positive comments from others makes people feel better about themselves (e.g., introduce the terms **positive self-esteem** or **self-concept**). Read aloud a story, such as *I Am Lovable and Capable*. Supply each child with a piece of scrap paper and some tape. When the character in the story experiences a negative action or comment, students tear off a piece of the paper. When someone compliments the character, students tape a piece back on. Discuss how the course of one's day affects the way he/she treats other people. Students list ten affirmations to share with classmates and create a class list or poster of positive sayings.

Variation: Divide the group into pairs. Give each pair a situation that describes a time when positive self-talk can be helpful. Students practice positive self-talk and affirmations.

[CCWR: 1.1/4.2/4.6]

RELATIONSHIPS

Indicator 2.4-3: *Discuss how family and friends are important throughout life and that relationships require respect for others.*

SAMPLE LEARNING ACTIVITIES: K-2

A. FAMILY PICTURES

Each student brings in pictures of family and friends and use the pictures to create a booklet of his/her life. Students write a caption or story for each picture, identifying the person(s), place, and time. Each student develops an acrostic poem using his/her name for the cover.

[CCWR: 3.15]

Teacher Tip: Students in your class may live in a variety of family constellations. Some students may not live with family members; they may live in foster homes, in group homes, or with friends. Do not make assumptions about family life. Listen to your students and learn as much about them as you can.

B. WHAT IS A FAMILY?

Use stories and books (e.g., an African folktale such as *Who Lives in Rabbit's House* or the *Little Critter* series) to introduce students to different kinds of families and how families care about each other. Explore how family members show they care about each other. Students develop a pledge entitled: "I will show my family I care by..." Post each pledge on the bulletin board with a drawing of the student and his/her family.

Variation: Students draw a picture of the individuals with whom they live. Gather students in a circle to share their pictures and introduce their family members. Students develop a class family graph

using poster board and stickers. The graph shows the number of family members in each student's family. Discuss the results of the graph and compare the size of families. Students complete the following: "My family is special because..."

[CCWR: 4.6/4.7]

Teacher Tip: Classroom pets may aggravate allergies. Check with the school nurse before inviting a "pet guest" to the classroom.

C. FAMILIES CARE

Use a film such as *Animal Babies* from National Geographic Films to illustrate how all living creatures care for their young. Students brainstorm ways that parents and family members care for them.

Variation: Ask students: "How do you care for a pet? What does the pet need?" If the class has a pet hamster, fish, or other creature, make a chart outlining the needs of the animal and assign students to be responsible for those needs. Students compare the needs of the pet with the needs of children.

[CCWR: 4.7]

D. WHAT IS A FRIEND?

Ask students: "What makes a person your friend? What makes a person special? What do you like about this person? What do you share with this person?" Students open their eyes and share their thoughts. Create a class list and discuss. Students complete the activity by writing a brief paragraph describing a special friend.

Variation: Each student creates a friendship wheel with his/her name in the center and the names of several friends on the other pieces. Each wheel should have a friend's name on one side and a friendship quality written on the other. Remind students to use friends from outside school as well as classmates.

[CCWR: 1.1/3.15/4.6]



RELATIONSHIPS

Indicator 2.4-3: *Discuss how family and friends are important throughout life and that relationships require respect for others.*

SAMPLE LEARNING ACTIVITIES: 3-4

A. QUALITIES OF A FRIEND

Part of growing up is choosing friends. Ask students to think about people who are their friends. Ask: “How many chose at least one person in this room? How many chose at least one person who does not live in this community? Did anyone choose a person who lives in another country? Did anyone choose a person much younger or older than yourself?” Student volunteers describe how they feel when they are with a friend. Students brainstorm the qualities of a friend and write them on the board. Using the students’ ideas, develop a friendship checklist (such as the one below) and have students complete it. Discuss the qualities noted.

FRIENDSHIP CHECKLIST		
	Yes	No
■ Can I trust this friend?	_____	_____
■ Does this friend act in a safe and honest way?	_____	_____
■ Will my friend tell me if I am doing something wrong or unsafe?	_____	_____
■ Does this friend listen to me and understand what I say?	_____	_____
■ Does this friend like me for me, not just for my clothes or games?	_____	_____
■ Can we work things out if we disagree?	_____	_____
■ Does the friend follow his/her family’s rules and help me follow mine?	_____	_____
■ Do I like to be with this friend?	_____	_____
■ Do I feel good when I am with this friend?	_____	_____

Variation: Divide the class into three groups. Give each group a different scenario that describes a relationship between students (see sample below). Students answer the following question about the characters in their scenario: “Do you think the character in the story is a good friend? Why or why not?” Groups analyze the character’s behavior and offer suggestions to improve the relationship.

SAMPLE SITUATIONS: FRIENDSHIP

- Jill and Marty are playing on the swings. Alice calls Jill aside and tells her a secret. Jill and Alice laugh and then leave without saying anything to Marty.
- Aron invites Byron to a family campout. At the last minute, Byron calls and says he is going to a birthday party instead.
- Everyone always teases Suzy about her bright, red hair. One day when Suzy is really depressed, Andrea introduces her to her mom—who has the same shade of red hair as Suzy!

Variation: Students write a personal ad for a friend or create an ad promoting their own positive friendship qualities.

[CCWR: 1.1/4.6]

B. WHY FAMILIES?

Students develop a list of reasons why there are families and develop a graphic organizer to frame the discussion. Students complete a journal entry entitled “The Best Things About My Family.”

Variation: Relate the discussion of families to those in literature. Are today’s families like those described in books? Why or why not?

Variation: Students research changes in families across time (e.g., colonial families, immigrant families, Native American families). Compare different types of families to modern families.

[CCWR: 3.4/4.6/4.7]

C. MAKING A FRIEND

Pair each student with a classmate he/she doesn’t know very well. The students interview each other (taking notes) and then introduce the classmate to the rest of the class using the information gained in the interview. Interview questions might include:

- How many people are in your family?
- What is your favorite game or toy? food? TV show?
- Where would you like to visit?
- What is something you do very well?
- Why are friends important?

Variation: Distribute an outline of a balloon. Tell students to print the name of the classmate they interviewed in the center of the balloon, along with a brief description of the person. Decorate the balloon and display it on the bulletin board or as part of a friendship balloon bouquet.

[CCWR: 4.2]

Teacher Tip: Brainstorm situations that require students to use tact, good judgment, and respectful communication. Use the student-generated situations for skill reinforcement. Recognize positive interaction between students and adults.

D. RESPECT

Write the word **respect** on the board and brainstorm definitions. Ask students to identify individuals whom they respect (e.g., parents, principal, police). Divide the class into small groups, and assign each group a situation. Groups develop respectful ways to handle the situation and share their ideas with the rest of the class. Students complete the following statement in writing: “I show respect to others by...”

SAMPLE SITUATIONS: RESPECT

Situation One: The Principal

You are one of five students in the lavatory when the principal comes in. Three of the other students were trying to stuff paper towels down the toilet. The principal tells you to report to the office. How do you explain to the principal, in a respectful manner, that you had nothing to do with the prank?

Situation Two: Police Patrol

You and two friends are riding your bikes home from the park when a police officer pulls up beside you. The officer says, “I know what you kids did back there in the park.” You’re not sure what he’s talking about, but you know all you did was play basketball. How do you respond to the officer’s questions?

Situation Three: Parent Trap

Your little sister has done it again! She spilled an entire glass of juice on the floor. You are trying to clean up the mess she ignored when your mom walks in and starts yelling at you. What should you say? How can you defend yourself and still be respectful? The situation certainly looks bad for you!

[CCWR: 1.1/4.6]



FAMILY ROLES

Indicator 2.4-4: *Explain different kinds of families and that all family members have rights, privileges, and responsibilities.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Always refer to families as “healthy” rather than “normal”.

A. DIFFERENT KINDS OF FAMILIES

Divide the class into small groups. Read aloud a statement about families. Each group discusses the statement and votes true or false. Discuss each statement and clarify any misconceptions. Examples of statements might include the following:

- All families have the same number of people.
- Families can celebrate different holidays.
- All families live in a house.
- All families celebrate birthdays in the same way.
- Families change all the time.
- Even though family members fight, they still love each other.
- In all families, mothers and fathers work.
- Mothers and fathers always live together.
- Different families have different rules.
- All families have children.

Variation: Survey the class about the names they call their parents and grandparents. Write all the responses on the board, and discuss why some of the names are used. Students may share names in other languages as well.

[CCWR: 3.12/4.6]

B. FAMILY TRADITIONS

Students develop a brief presentation on a family tradition. It may be a cultural or ethnic tradition or merely something the family likes to do together. Remind students that families are similar but also have differences that make them special. Emphasize how traditions show that family members care about one another.

[CCWR: 4.6/4.7]

Teacher Tip: Emphasize responsibilities and privileges that are appropriate for the age of the students.

C. DO YOUR CHORES

Explain that everyone in a family has a job to do (**role**) and that family members depend on each other to do their jobs. Write **role** and **responsibility** on the board and define each term. Divide the class into small groups. Each group develops a list of jobs they are required to do at home and reports on those responsibilities. Give each student a diary or small calendar. For 2 weeks, students record on the calendar every time they perform family tasks (e.g., walk the dog, clean up, take out the trash) and record the date and time the task was performed. At the end of the 2 weeks, students write a brief summary of the tasks, including occasions when they did not perform their job and why. Discuss what students and family members can do to carry out their responsibilities.

Variation: Invite older students to talk about their responsibilities and what happens if they don't fulfill them. Students compare and discuss their current jobs with those of the older students.

Variation: Each student creates a job wheel. Provide each student with a large cardboard circle, a paper fastener, and a cardboard arrow. Students divide the circle into job sections (use various colors). Students spin the arrow to determine their job for the day. Jobs can be modified to reflect classroom and school-wide tasks or can be sent home to be completed with adult assistance. Be sure students allow for a day off!

[CCWR: 1.1/4.7]

D. WHAT IS A PRIVILEGE?

After discussing responsibility, introduce the idea that sometimes you get a reward because you have demonstrated that you are responsible. The reward may be a **privilege**, something new you can do or have because you have shown that you are mature and responsible. Write "privilege" on the board and explain that privileges are not gifts—they are earned and can be taken away. Ask students to provide examples of privileges they may have. Then divide the class into small groups, and assign each group 2 or 3 positive actions that illustrate responsible actions. Each group decides on an appropriate privilege related to the action. The teacher may create privilege cards to stimulate thinking, allowing students to select the best card, or students may create their own privilege cards.

SAMPLE POSITIVE ACTIONS

- You've come straight home from school every day.
- Your homework is done by 6 p.m.
- You've not fought with your sister all week.
- You've gone to bed without a fight all week.
- You've saved \$5 of your allowance.

[CCWR: 3.9/4.2]

FAMILY ROLES

Indicator 2.4-4: Explain different kinds of families and that all family members have rights, privileges, and responsibilities.

SAMPLE LEARNING ACTIVITIES: 3-4

A. THE SHAPE OF MY FAMILY

Prepare a worksheet that resembles a quilt, with each square of the quilt representing a different family member. Place the name of one family member (e.g., grandmother, brother, uncle) in each square. (There should be enough different family members to fill about 25 boxes.) Using a variety of colors, students color the appropriate squares that represent their family members. After completing the task, students circulate without talking, looking for a quilt similar to theirs. Relate the different quilts to the different kinds of families, and emphasize that all family members are important.

[CCWR: 3.15/4.6/4.7]

Mom	Dad	Aunt	Grandpa	Brother	Sister
Cousin	Grandma	Great-Grandma	Uncle	Stepbrother	Stepsister

Teacher Tip: The following activity asks students to think about family goals. Family goals may be as diverse as the students in the classroom. For some students, a family goal may be to learn to speak English, to get a job, or even to find a place to live. For other students, family goals may be centered on securing financial independence or purchasing a new car or home. Family goals may focus on religious or cultural issues or educational objectives. Emphasize that having a goal and working together to achieve it, whatever it may be, helps to keep families strong.

B. FAMILY GOALS

Ask students: “What is important to a family? Does your family have a goal?” Brainstorm and write family goals on the board. From the list, develop a worksheet (a sample appears below) that asks students to rate the importance of their family goals. Read each goal aloud. Students indicate (with a check) how important they think it is to their family. Students complete a second goal sheet with the help of family members.

Variation: On a sheet of white drawing paper, students draw a picture of their family and write several of their family goals. The pictures may illustrate the family achieving the goals. Combine the student illustrations to make a quilt and display it.

SAMPLE: FAMILY GOALS			
Goal	Very Important	Important	Not Important
Making more money			
Taking a vacation			
Learning a new job skill			
Spending more time at home			
Moving to a new home			

[CCWR: 4.1/4.7]

C. FAMILY CHANGE

Use a whip around, pass option activity to brainstorm ways families change. Changes can be positive or negative. Write student responses on the board. Divide the class into small groups, and assign each group 2 or 3 changes. Students discuss the changes and develop a chart such as the one below.

SAMPLE: FAMILY CHANGES		
Family Change	What Happens	How I Feel
Move	Get my own room	Great!
Move	Leave my friends	Sad

After each group presents its chart, develop a list of possible changes and reactions. Focus students on the following questions:

- Can you sometimes feel more than one feeling? Why?
- What can you do to feel better?
- Who will be there to support you?

[CCWR: 3.1/3.8/4.2]

D. FAMILY STRUCTURES

Ask for a definition of *family* and write the responses on the board. Explain that there are many different kinds of families. Use student volunteers to organize examples of family units as you describe them (e.g., students role play grandparents, siblings). Use props to make the simulations more vivid. Students compare and contrast the various family structures.

Variation: Divide the class into small groups and assign each group a family structure. Each group develops a skit involving their assigned family. Provide students with enough background information to start the skit.

Variation: Use children’s literature to study families throughout history. Two examples of books for this purpose are the *Little House on the Prairie Series* and the *Dear America Series*.

Variation: Students research family structures while studying a particular cultural/ethnic group and present their findings to the class.

Variation: Invite family members representing various cultural backgrounds to discuss family life, traditions, and structures.

[CCWR: 3.2/4.2/4.6]

E. PARENTING

Students interview a parent/guardian about the 10 most important things about being a parent. From the interviews, students develop a class list and prioritize the items. Students design and produce a pamphlet entitled “Ten Tips For Parents” or “Ten Tips for Raising a Child” and distribute the product at Parent’s Night or a PTA/PTO meeting.

[CCWR: 2.8/3.8/3.15]

Teacher Tip: Values should first be taught within the family structure. Whether or not that occurs, schools have an obligation to reinforce those core values that support the common good. Commonly recognized core values include civic responsibility, respect for the natural environment, respect for others, and respect for self. Any discussion of rights, privileges, and responsibility should focus on generally accepted moral and ethical values.

F. RIGHTS - PRIVILEGES - RESPONSIBILITIES

Begin by asking: “Would you like to stay up all night? Would you like to be able to drive a car at age 10? Would you like to eat anytime you want, anything you want?” Use the student responses to frame a discussion of **rights**, **privileges**, and **responsibilities** and write a definition of each term on the board. Ask: “Who decides what responsibilities you have? What about privileges?” Explain that privileges are earned while rights cannot be taken away. Put each word on a separate sheet of newsprint and brainstorm examples of each. Create a master list. Students discuss the list with their parents or another adult and write a summary of the discussion.

Variation: Write three headings on the board: “Rights”, “Privileges”, and “Responsibilities.” On index cards write examples of various rights, privileges, and responsibilities. Distribute several cards to each student. Each student places his/her cards under the correct headings and justifies the answer.

Variation: Students investigate children’s rights and laws that protect those rights (e.g., child labor laws, child abuse laws, mandated education). Why are these laws necessary? Compare them to similar laws in other countries.

[CCWR: 1.1/3.9/4.3]

STEREOTYPES

Indicator 2.4-5: *Discuss the influence of the media on the development of gender stereotypes.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Use a classroom “job jar” to emphasize that males and females can do the same jobs. Do not foster stereotypes by asking for “strong men” to carry objects.

A. MY LINE OF WORK

Invite individuals who hold nontraditional jobs (e.g., a female carpenter, a stay-at-home dad, a female professional athlete, a male nurse) to describe his/her job and discuss why he/she made the career choice. After the session, students complete the following poem and illustrate it.

I CAN

I can dream

I can be

Anything at all.

I can...

Variation: Students visit a nontraditional work site and interview employees about their jobs.
[CCWR: 1.2/1.5/4.6]

B. TV FAMILIES

Show short video clips from several family-oriented television shows. Include shows that illustrate various kinds of families and families from different eras. After comparing the TV families and describing the family roles, students create a comparison/contrast map. Stimulate discussion with the following questions:

- Compare the mothers in each show. Do they act differently? Why?
- How do the parents and children dress?
- Do the parents and other adults work? What kind of work do they do?
- Compare your family with one of the television families.

[CCWR: 3.7/3.12/4.7]

Teacher Tip: Review class materials for gender bias. Many older textbooks and films perpetuate stereotyping. Select materials carefully to avoid sending students conflicting messages.

C. GENDER ASSUMPTIONS

Read aloud several statements, similar to the ones below. Students indicate if the statement is true or false (in writing or by a thumbs-up, thumbs-down signal). After all 10 statements are read, revisit each statement so students can defend their answers.

SAMPLE: GENDER ASSUMPTIONS

- Only women can do housework.
- Only men are doctors.
- Men can't cook.
- Both men and women can be lawyers.
- Women are better teachers.
- Men don't know how to take care of babies.
- Women can't be pilots.
- Only men should become professional athletes.
- Men don't cry.
- Women are too sensitive to be president.

[CCWR: 4.6/4.7]

STEREOTYPES

Indicator 2.4-5: *Discuss the influence of the media on the development of gender stereotypes.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Use examples from various media (e.g., TV, music, magazines) to illustrate examples of gender stereotyping. Connect these examples to other forms of stereotyping and discuss the potential problems associated with this kind of behavior. Integrate the concepts into lessons in social studies or world languages.

A. TV FAMILIES IN ACTION

Provide students and their parents with a list of television shows that illustrate various family configurations. Students watch one family television show. After viewing the show, each student writes a description of the television family (e.g., structure, characters, ages, gender, race/ethnic group). Students note where the television family lives and develop a summary of the issue or problem featured on the show. Identify the shows watched, then divide the class into groups by show. After discussing the important elements of the show, each group selects three words that describe the television family. Each group presents its ideas and observations, focusing on the three descriptive words.

Variation: Discuss how real families solve problems and compare the process with that used by television families.

Variation: Use the following questions to trigger discussion or journal writing: “What roles are played in the various TV families? Do any of the television parents hold nontraditional jobs? What problems do the TV families face? Did any of the families have the same problem but reach a different solution?”

[CCWR: 3.2/3.7]

B. THE MEDIA AND GENDER

Students keep a television log for one week. The log includes observations of shows, commercials, infomercials, and music videos. Students log the name of the show or product, note the time it is shown, and describe its portrayal of males and females. After one week, students share impressions of males and females on TV and respond to the following: “What messages were presented about being a man or a woman? Is the information real and accurate? Why or why not?”

Variation: Students examine magazine ads for evidence of stereotyping and respond to the following questions:

- What is the real message?
- What are they trying to sell?
- Is the product related to the person in the ad?

Variation: Share examples of stereotypes and have students locate examples in magazines or on television. Discuss myths and misconceptions regarding stereotypes and how they are harmful. Students identify examples of male and female role balance (e.g., women serving as police officers, men working at home or playing with children, male and female athletes) and answer the following: “Is it difficult to find balanced representations in the media? Why? How can stereotypes be eliminated?”

Variation: Students rewrite a biased or stereotypical television or print ad in unbiased style.

[CCWR: 4.6]

C. WHO DOES WHAT?

All family members have tasks or roles to help keep the family healthy. Brainstorm family tasks (e.g., cooking, cleaning, walking the dog, cleaning the toilet, changing diapers). Create a chart similar to the one below. Students complete the first column. The second column is completed with the help of the student’s parent/guardian. The final two columns are completed after the student has watched two different family television shows.

FAMILY TASKS			
Task/Role	Who in My Family	Who in TV Family	Who In TV Family
Wash dishes	Mom, dad, sister	Home Improvement mom	Brady Bunch maid

Students share their answers and discuss how the family size, culture, and structure influence how the tasks are accomplished. Students complete the activity by writing a brief essay entitled “Keeping Family Balance: We All Do Our Part.”

[CCWR: 3.2/4.6/4.7]

Standard 2.5: Movement

All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

Despite common knowledge that physical activity is healthful, many Americans do not exercise on a regular basis. Although many of us embark on a regular exercise program at one time or another, few of us sustain our participation. Increasing evidence supports regular physical activity as a means to reduce one's risk of heart disease, hypertension, and osteoporosis. Even a modest increase in one's physical activity level can improve one's health and quality of life.

Standard 2.5: Movement addresses concepts and skills essential to the participation in and enjoyment of physical activity. Movement education aims to identify and foster the movement potential in each and every student. As students learn to move competently and confidently, they are more likely to participate in physical activity. At the earliest level, developmentally appropriate programs focus on body awareness, the language of movement, and skills that can be applied to a wide range of activities. As students progress, movement patterns become more complex. Students begin to understand how to combine and modify movement patterns to obtain desired results. Movement education should focus on the learning process rather than the product, developing each child's skills and supporting his/her strengths.

As students progress, activities require competency in a wide range of skills. Students should be encouraged to participate in some form of physical activity every day. Physical activity should not be limited to organized sports and games; rather, walking, jogging, swimming, mowing the lawn, riding a bike, and skateboarding are exercise forms that support wellness. Movement education needs to focus on activities that can be continued throughout one's lifetime. Most of all, children need to recognize the inherent benefits of exercise. Research shows a strong correlation between exercise and mental health. Physical activity helps reduce stress and improves one's self-esteem.

Movement education should be developmentally appropriate. Students need to learn and practice basic skills before combining them to play more complex games and sports. Refining skills increases student motivation. Teachers should pay careful attention to the skill development of each child and plan activities that support the various developmental levels of the class. This approach takes more time and planning. However, as a result of these efforts, students will become more successful in physical endeavors and find physical activity more enjoyable.

This *Framework* section presents a wide array of sample learning activities for all ages and developmental levels. It focuses on the acquisition of basic skills, the application of those skills in modified activities, and finally, the application of more complex skill combinations in regulation games, sports, and lifetime recreational pursuits. The aim of *Standard 2.5: Movement* is ultimately to produce students who value physical activity and seek regular participation in some form of healthful exercise.

MOVEMENT FUNDAMENTALS

Indicator 2.5-1: *Perform locomotor, nonlocomotor and manipulative movement skills.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Creative dance offers students an opportunity to move in different ways and discover how well they move. It allows students to discern what forms of movement might make them feel uncomfortable and which ones they might like to perform better. Creative dance allows students to reflect or interpret an idea, thought, or feeling and to express those sentiments through movement. Many students at this level will have little or no experience in creative dance. The teacher can facilitate participation in dance activities by providing students with clear directions, choices, and specific tasks while still allowing children the freedom to be creative and expressive in movement forms.

Teacher Tip: Dance allows students to explore individual movement skills and combinations. Dance routines may be teacher-designed or student-created. Students should be encouraged to “move” with various kinds of music before learning specific dance steps or routines. Students can “interpret” music using locomotor and non-locomotor movement skills and combine movement to portray characters or imitate animals. Students should be encouraged to move in various pathways, alone, and with others. Activities that allow students to experience the joy of movement through dance, music, and rhythm are described below.

A. LET’S DANCE

Play lively music such as “March” by Prokofiev or the “Tin Soldiers March” by Tchaikovsky. Encourage students to parade to the music. Observe how children lead and follow. Do they walk in pairs or small groups? Do students join others or step/march alone? Creative costumes, decorated “big shoes,” or theme parades based on familiar characters from books or stories add to the excitement. Vary the type of marching, sometimes free-form and sometimes structured.

Variation: Bunny Bounce

This dance uses simple jumping patterns. It may be performed alone, in pairs, or in small groups. Use the traditional “Bunny Hop” music for this dance or any music with similar tempo and rhythm (e.g., “Runaround Sue” by Dion, “All Shook Up” by Elvis).

Variation: Alphabet Soup

Students form letters of the alphabet by moving, stretching, and bending with their bodies, then use the letters to spell words. Students can also form geometric or animal shapes. Pictures from newspapers or magazines of people using body shapes (e.g., wide, twisted, curved, narrow) can be used to create a bulletin board of body shapes and movement. End this activity with a rendition of the favorite disco number “YMCA.”

[CCWR: 3.9/3.15]

Teacher Tip: Integrate the following activity with specific topics in science, such as the study of energy and power, space exploration, or the study of jets and rockets.

B. BLAST OFF!

Show pictures or a video of a rocket blastoff. Ask students: “What is needed for the rocket to blast off?” (Answers: energy, fuel, power.) Students create their own energy to blast off, just like a rocket. While music plays, students move around the play area (specify a locomotor movement such as walking, jogging, or skipping). When the music stops, students squat into a “blastoff” position and begin a countdown 10 to 1. When the countdown is completed, students jump as high into the air as possible, like a rocket blasting off, and yell “Blast Off!” Repeat the sequence, varying the pathways and locomotor movements.

Variation: Students count down in another language.
[CCWR: 3.12]

Teacher Tip: Balance activities should be performed in a safe environment, free from obstacles that might contribute to injury. Provide ample space for the activity and use safety mats. Provide appropriate supervision for all students. Do not use young students as spotters for these activities.

C. SUPPORT YOURSELF

Show students pictures of people or animals supporting their body weight in stationary poses (e.g., a gymnast on a balance beam, a skater, a tightrope walker, a flamingo). Demonstrate the pose of a flamingo and then have students imitate the pose. As you ask the following questions allow students to try each balance pose: “How many ways can you balance on five body parts (four parts, three parts, etc.)? After students have experimented with a variety of poses, ask: “How many balances can you perform with your feet over your head?” Discuss which balances are the easiest and which are most difficult—and why.

Variation: Students like to step or balance on objects found in their environment. During a nature walk, students practice their balance skills on stepping-stones, logs, and pathways. Discuss ways to balance on a variety of naturally-occurring objects.
[CCWR: 3.2/3.7/3.13/5.3]

Teacher Tip: The following activity is designed for pre-K and kindergarten students. Use the activity to observe and evaluate eye-hand coordination, attention, and the child’s ability to follow simple directions. Be sure to dispose of the balloons appropriately.

D. BOUNCING BALLOONS

For this activity, you need an assortment of colorful balloons, items that can be used as paddles (e.g., Frisbees, flexible plastic lids, aluminum pie tins), plenty of space, and a solid container to dispose of used and broken balloons. Begin this activity by reading aloud the classic story “The Red Balloon” by Lamorisse (or any children’s story about balloons). Discuss how balloons are light and

how easy it is to keep a balloon up in the air. Students keep their own balloon afloat using a variety of paddles, including their hands. Students should not hit another person's balloon. As students keep their balloons afloat, observe the position of their heads and the way their eyes track the object. Encourage students to hit the balloon harder (increase the **force**), to hit it on command, or to hit the balloon in time with music or a drumbeat (**rhythm**).

Variation: Partners or small groups keep the balloon afloat.

Variation: Working cooperatively, students use a parachute to keep balloons or soft objects in the air.

[CCWR: 3.9/3.11/4.2]

E. JUMPING TRAILS

For this activity, you need poly spots, dome markers, carpet squares, or foot prints. (Students can trace their own footprints on cardboard and you can laminate them.) Design a series of patterned trails for students to follow. Demonstrate various jumping patterns (e.g., jump from two feet and land on two feet, jump from one foot and land on same foot) using the markers. After students have successfully navigated the teacher-designed patterns, divide the class into small groups and have each group design a simple jumping trail. Students demonstrate their pattern, then groups switch and try other student-designed trails.

Variation: Design trails that intersect or cross. Students change trails, change direction, and use multiple paths.

Variation: Each group designs a trail. The trails connect and lead to stations. At each station, students perform a simple skill or series of skills such as tossing and catching a bean bag.

Variation: Add low foam hurdles to the jumping trails.

[CCWR: 3.1/3.13/3.15/4.2]

F SCORE!

For this activity, you need several small buckets or trash cans and an assortment of appropriately sized balls. Place a bucket at each end of the playing area. (For very young children, you may need to outline lanes leading to the bucket. Use chalk or tape.) The object of the game is to travel from one side of the playing area to the other while carrying a ball. When the student reaches the other side of the playing area, he/she “slam-dunks” the ball into the bucket. Divide the class into small groups. Each group forms a line behind a bucket. Emphasize that only one player should be in each lane at a time. Select a designated locomotor skill (e.g., jog, hop, jump, skip). On signal, one student from each group selects a ball from the bucket, carries it to the bucket at the end of his/her lane while performing the designated locomotor movement, and slam-dunks the ball into the bucket. After successfully slam-dunking the ball into the bucket, the child returns to the end of that line and awaits his/her next turn. Provide several opportunities to perform the designated locomotor skill, then change the skill.

Variation: Modify the **speed** of the designated locomotor movement (e.g., walk slowly, skip quickly). Discuss the effects of speed on the ability to stay in the lane and focus on the target.

Variation: Teams score one point for each successful slam-dunk.

Variation: For more advanced students, add the challenge of object manipulation while traveling (e.g., dribbling, kicking, toss and catch).

[CCWR: 4.2/5.3]

G. HIDE AND SEEK MOVES

Create a set of movement cards. For each card, write the name of a simple locomotor movement on one side and draw or paste a picture of the same movement on the other side. Place poly spots, carpet squares, or cones around the play area and place a card under each. On your signal, each student jogs to a poly spot, finds the movement card, and as music begins, performs the designated locomotor movement(s). Remind students to place the card back under the poly spot before taking off for the next spot. When the music stops, each child finds a new poly spot, locates a new card, and performs the indicated movement. Review the movement vocabulary on each card.

Variation: Modify the movement noted on the card (e.g., walk slowly, gallop briskly).

Variation: Write the movement skill on the card in another language.

Variation: Students create their own movement cards, using vocabulary words from language arts/reading lessons. Students illustrate the movement or skill on the flip side of the card or use computer graphics or magazine pictures to illustrate the designated movement skill and then attach the illustration to the card.

[CCWR: 3.9/3.13]

Teacher Tip: Integrate this activity with the study of creek and marsh habitats. Students can create the creek environment and its inhabitants with assistance from science and art teachers.

H. JUMP THE CREEK

For this activity, the class designs a simulated creek area. The creek is created by double lines representing the banks of the creek and should vary in width from narrow to wide to accommodate a variety of jumping abilities. (Students decorate the creek area with “creek creatures”, such as fish and frogs.) Demonstrate various ways to jump over the creek, using a running/jogging approach, a standing approach, and a leap. Designate which approach to use and observe the student jumps. After each jump, students return to the starting area over a bridge. As student skills improve, move them along the creek to perform more difficult jumps.

Variation: Add poly spots or dome markers as stepping stones across the creek.

Variation: Correlate this activity with a visit to a pond or park. Students imitate the movement of wildlife that may live in or near the creek. Ask students: “How would a frog jump the creek? How would a bird get across the creek?” Students imitate the movement of various wildlife. Use animal movements to help students define words like *slither* and *slide*.

[CCWR: 3.1/3.12/3.15]

Teacher Tip: Create a variety of challenging balance stations that keep all students actively engaged in the activity. Always use safety mats and emphasize safety rules at every opportunity.

I. SEE ME BALANCE!

For this activity, you need a low-level training balance beam and several straight lines drawn on the play area (use tape or chalk). While standing on the floor, students demonstrate a static balance pose on one foot, progress to walking the lines, and then to the beam. After students feel comfortable

with the stationary pose, demonstrate ways to walk on the beam, emphasizing the use of arms to help maintain balance. Demonstrate how to dismount the beam using a soft, balanced landing. Students move from floor to low beam and demonstrate controlled movement and balance at each level.

Variation: As students become more confident and skilled on the balance beam, add new ways of moving, such as walking sideways (slide step) or backward, hopping or counting steps, changing levels and adding a **stationary balance**. More advanced students may be able to jump off the end of the beam, land, and roll.

[CCWR: 4.3/5.3/5.6]

J. TO THE LETTER

For this activity, you need 26 large pieces of card stock in varying colors. On each card, write one letter of the alphabet. Post the cards in alphabetical order around the gym (with a minimum of four feet between each card). The cards should be at the students' chest level. You need one ball for each student. Students select a letter and stand by their chosen letter. From a designated distance, students practice a chest pass (or an overhand or underhand throw) aiming at their letter. Students pass and catch the entire alphabet, moving to the next letter each time they successfully complete the pass and catch.

Variation: If there are more than 26 students in the class, use numbers. You can also use names of states, posted in alphabetical order.

[CCWR: 4.3/4.9]

Teacher Tip: Students must be able to dribble and trap a soccer ball and perform developmentally appropriate catching and throwing techniques before they can successfully participate in this game.

K. BILLION BALLS

For this activity, you need at least two balls for every student. (Different types of soft, round balls are perfect for this activity.) You also need a large, open playing area and one hoop for every two students. Divide the class into pairs and give each pair a hoop. Each pair finds a "home" spot for their hoop and stands in it. Scatter all the balls in the playing area, explaining that the balls are scattered all over their "yard." The balls need to be returned to a home (hoop). On your signal, students find a ball and foot-dribble it back to their home. They cannot take a ball from another person's home. Continue the activity until all the balls are located in a hoop. Return the balls to the yard using a soccer throw-in (or chest pass) and discuss successful foot dribbling and throwing techniques. Ask students: "Which balls were easiest to control? the hardest? Why?"

Variation: Students think of other ways to get the ball "back home," (e.g., one partner stays in the hoop and the other throws the ball; hand dribbling; moving the hoop).

[CCWR: 3.1/3.11/3.13/4.2]

L. NHT ZONE (No Human Targets)

For this activity, you need a large playing area, targets of varying sizes (e.g., inflatable palm trees or bop bags, lollipop paddles stuck in cones, bowling pins) and balls appropriate for the varying skill

levels of the students. Create a playing area by marking two lines about 10 to 20 feet apart. (Spacing depends on the skill level of the players.) Place the targets in the empty space between the two lines, the “NHT Zone.” Divide the class into two groups. Students throw at the targets from behind the lines. Designate specific kinds of throws and vary the distance during the activity.

Variation: After students are comfortable throwing at a stationary target, play “Thunderball.” Place a large beach ball in the center zone. Students on each side of the line try to move the beach ball by hitting it with thrown balls. Teams receive points for successfully moving the ball across the opposing team’s shooting line.

[CCWR: 3.13/3.14/4.2/5.1]

MOVEMENT FUNDAMENTALS

Indicator 2.5-1: *Perform locomotor, nonlocomotor, and manipulative movement skills.*

SAMPLE LEARNING ACTIVITIES: 3-4

A. CATERPILLAR JOG

For this activity, you need a large, open play area. Add obstacles such as cones, tunnels, or mats. Divide the class into small groups. (Three to five students in each group works best.) Students simulate being a caterpillar. One person begins as the head of the caterpillar, and the rest of the group becomes the body and tail. Students place their hands on the shoulders of the student in front of them and must maintain contact throughout the exercise. The head of the caterpillar leads the group around the play area, changing **direction**, locomotor **pattern**, **speed**, and **level**. The head must establish a **pace** that accommodates the group and does not dissect another caterpillar. On signal, the head becomes the tail and the next person in the line becomes the head of the caterpillar. Repeat the exercise until everyone has had a chance to lead a group. Discuss how the caterpillars were able to move together without running into another team.

Variation: Play a variety of musical selections to control the pace and **tempo** of the activities. Change the size of the play area. Create larger caterpillars.

Variation: Students simulate the actions of a train rather than a caterpillar.

[CCWR: 3.7/4.2/4.7]

B. ONE BEHIND

Students use their powers of observation to react to a series of movements performed by a leader. For this game, participants perform the designated movement skill when the leader moves to the second skill. Students are always one movement skill behind the leader. For example, the teacher begins this activity by performing arm circles. When the teacher begins the second move (e.g., mountain climbers), students begin arm circles.

Variation: This activity can be performed in a circle formation similar to the popular “Wave” activity done at sporting events. One student initiates a movement skill, such as arm circles. Then each student, in succession, performs the same skill. When all students have joined in the movement activity, the leader starts another skill.

Variation: Divide the class into groups of seven students. Each group forms a circle with one member in the middle of the circle. Use upbeat, party music for this activity. When the music begins, the student in the center initiates a nonlocomotor movement. The entire circle performs the same movement as the leader. After 10 to 15 seconds, signal for a change in leader.

[CCWR: 3.7/3.9]

Teacher Tip: The following activity requires students to perform 7 to 10 specific movement skills. Be sure the teacher-designed lists are appropriate for the developmental levels and abilities of the students. Students need to master the individual skills before being asked to combine them to create movement patterns.

C. BALANCING ACT

For this activity, you need a large, safe play area, landing and safety mats, and a handout listing seven to ten specific movement skills (e.g., forward roll to one foot balance, run and jump with a half twist, perform a backwards roll). Students perform several of these skills in combination. Each student selects three to five skills from the list and creates a sequence lasting approximately one minute. (Students can write their sequence on the back of the task list.) Each student develops a sequence and shares it with a partner. After allowing time for practice, each student demonstrates his/her sequence to the class. Students may use music as part of the performance.

Variation: In pairs or small groups, students develop patterns, observe the performance, and use teacher-prepared task cards to provide feedback on the performance.

Variation: Using a task list of mastered skills, students design a movement sequence for the balance beam and present it to the class.

[CCWR: 3.15/4.3/4.5]

D. DOUBLE TROUBLE

For this activity, you need a large, open play area. Divide the play area in half, designating two zones. A tag game is played in each zone. If a player is tagged, he/she simply crosses over into the other zone. No elimination! Designate a tagger for each side and change every one to two minutes. Vary the locomotor movement during the game (e.g., skipping, walking, running). Discuss strategies used to avoid being tagged.

Variation: Create a *neutral zone* between the two zones. When a student is tagged, he/she reports to the neutral zone and performs a specific task (e.g., a series of jumps, a forward roll) before moving into the other zone.

[CCWR: 3.13/5.1/5.3]



Teacher Tip: In the following activity, students dodge a ball rolled across a pathway. If students intentionally try to hit the dodgers, award points for each successful pass that does not touch the dodgers. Use positive motivation to reduce the likelihood of injury to the dodgers.

E. KEEP 'EM MOVING

This game is patterned after the popular video game “Super Mario Brothers.” Divide the class into groups of six to eight. Select two students from each group to be the dodgers while the rest of the group lines up opposite each other creating a seven to ten foot passage for the dodgers. The players on-line roll a ball back and forth across the passage, trying not to hit the dodgers as they move through the passage. One dodger starts at each end of the pathway. The dodgers simultaneously attempt to navigate the path without being hit by a ball. For each successful crossing, the team is awarded points. At the end of a pre-determined time period, rotate the players.

Variation: Vary the locomotor movement performed by the dodgers (e.g., walking, jogging, skipping). Have the dodgers dribble a ball while dodging.

Variation: Change the size of the ball or the passing pattern (crisscross vs. straight). Have the side-line players use their feet instead of their hands to pass the ball.

[CCWR: 3.9/4.2/5.1]

Teacher Tip: Students need experience using a variety of striking objects, such as hands and racquets, in order to participate in this activity. Students need to be comfortable with the fundamentals of striking, including forehand and backhand strokes.

F. STRIKE IT!

This activity requires a large play area, an assortment of objects for striking (e.g., beanbags, balloons, Ping-Pong or tennis balls, shuttlecocks), and appropriate rackets. Establish several stations where students perform striking tasks. As students progress, they practice striking skills rebounding off a wall or volleying with a partner. Activities at stations may include the following:

- Perform a pancake flip with racquet and bean bag.
- Hit a balloon with a racquet.
- Hit a Ping-Pong ball with a racquet.
- Hit a tennis ball down (or up) with a racquet.

Variation: A similar activity can be designed to teach students how to swing and hit a ball with a bat. At hitting stations, students use plastic bats and wiffle balls to hit a stationary object (a ball on a tee or cone). At another station, one student hits a ball against a wall, and his/her partner catches it on the return. At a third station, students practice hitting a ball pitched underhand. Discuss how *eye-hand coordination* make this activity possible.

[CCWR: 3.13/3.14/4.4]

Teacher Tip: For many students, juggling is a real challenge. Begin with soft balls or beanbags. Not only are they easier to catch, they won't cause injury on a miss. Beanbags are great because they don't roll away on a miss. Some students may find it easier to begin juggling scarves. Explain that juggling scarves requires a release like waving good-bye and a catch like a clawing lion. Remind students that juggling takes lots of concentration and patience!

G. JUGGLING

For this activity, you need a variety of objects that can be juggled. Begin by showing a juggling video (available from PE supply companies) or a TV or circus video. Elicit comments from the students about the techniques used by the jugglers, and develop a large chart that outlines important steps for juggling. As students practice, add new tips to the chart. Demonstrate a simple juggling activity. Students begin with very simple patterns involving just one object and then move to two or more objects as their skill increases. A variety of objects can be used as students improve their juggling skills (e.g., balloons, beanbags, scarves, balls, feathers). When students complete 10 successful "juggles," they move to the next level. Students may work alone, in pairs, or in small groups to practice and refine their juggling skills. After students have developed a level of confidence in their ability to juggle, they demonstrate their skills to the class.

Variation: Set up juggling stations. Students move to each location to try a different type of juggling. Students write a brief paragraph describing the successes and problems encountered at each station.

Variation: Some students may have used a crochet footbag or "Hacky Sack." Others may have experience using juggling sticks (known as "devil sticks" or "angel sticks"). Allow students to move through the juggling sequence as their skills improve and experiment juggling different objects, using their feet as well as their hands to control the movement of the object.

[CCWR: 3.9/3.14/4.3]

MOVEMENT MODIFICATIONS

Indicator 2.5-2: Modify basic movement skills by applying movement concepts, biomechanical principles, and rhythm.

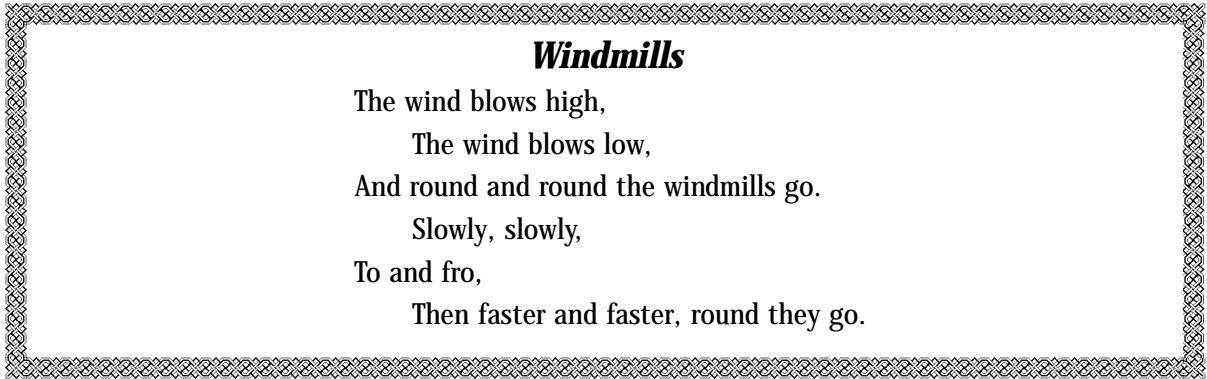
SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: The next activity is a great way to introduce pre-K and kindergarten students to simple movement and dance. Use familiar poems, stories, and music to vary movement experiences and allow students to interpret the various themes.

A. WINDMILLS

Ask students questions about the weather such as: "What does it feel like on a cold, windy day? a warm, breezy one?" Lead students to a discussion of the wind. After a brief discussion, ask if any-

one knows what a windmill does. Show pictures or video of windmills. Direct students to find personal space in the play area, at least a full arms length from a classmate. Students sit and listen as you read a poem about windmills. Tell the students: “I want you to imagine that you are a windmill, just like in the poem.” Students interpret the poem, using movements at different **levels** and **speeds**. Read the following poem by Eunice Close:



Variation: Students create a pinwheel. On a breezy day, students take the pinwheels outside, observe their action in the wind, and imitate the actions of their pinwheel. Return on a still day and have students make the same observations.

Variation: Explore the concepts of speed and level using kites instead of windmills. Students imitate the actions of a kite on a very breezy day and then on a quiet, still day. Share poems and stories about kites and have students act out the narratives.

[CCWR: 3.2/3.7/3.9/3.15]

Teacher Tip: The following activity can be integrated with safety activities found in *Standard 2.1*. Using a computer, students design maps and signs for this activity. Invite a local police officer to reinforce school and community safety messages.

B. TRAFFIC COP

For this activity, you need a large open area that has the capacity to provide numerous “intersections.” (If a natural area does not exist, use chalk or tape to design a city street model on the gym floor or playground.) Ask students: “What are some of the rules drivers must follow when on the road?” (Answers: speed limits, one way, stay to right). Acting as if they are cars, students walk the course, obeying the rules of the road. (Student-designed signs are helpful.) Students alternate as drivers and traffic cops. (The police officers flash traffic signs or direct traffic.) After students have self-navigated the course, present a series of commands (e.g., right turn, curve, green light [run], yellow light [jog], red light [stop]). Discuss the importance of following the rules of the road. Relate the rules to related sidewalk safety issues.

Variation: Students navigate the course using scooter boards.

Variation: One student becomes the “Pac Man” walker. If the designated walker touches a student on the pathway, he/she becomes frozen and can only be unfrozen when tagged by another student. Running is not permitted.

[CCWR: 2.8/3.2/3.13/3.14]

Teacher Tip: Students need an understanding of relevant terminology in order to follow directions and fully participate in activities. Teach the terms *force*, *level*, *heavy*, *light*, *easy*, *tense*, *relax*, *high*, *low* and *medium* prior to these activities. Ask the classroom teacher to reinforce the vocabulary.

C. ELEVATOR DRIBBLING

Provide each student with a playground ball. (If this is not possible, divide the class into pairs; students alternate being the observer and the dribbler.) Students find personal space. Direct students to dribble the ball at a low level, then at a medium level, and finally at a high level. As the students dribble, direct their attention to the difference in *force* between levels. Ask: “At which level is it easier to control the ball? How much force is needed to maintain the level?” Next, have students attempt to switch hands while changing levels and travel while dribbling at the various levels. Discuss how to control the dribble with each change in action. Focus on changes in speed and level. Conclude the activity with a discussion of effective dribbling, writing/illustrating the key points on chart paper. Post on the wall for later review.

Variation: To demonstrate the effects of force, give each student a playground ball and a bean bag. Tell students to place the bean bag on top of the ball, drop the ball, and observe the result. (The bean bag should soar.) Tell students not to bounce the ball, just drop it. Students direct the projection towards a target or partner. Discuss the effects of varying levels of force and ways to control it.

Variation: Give each student a ball to bounce and use a counting rhyme (e.g., “One, Two, Three, O’Leary”) to create a rhythmical ball bouncing and trick pattern. Vary the tempo of the chant.

[CCWR: 3.2/3.3/3.7/3.13]

Teacher Tip: The next activity requires the teacher to design an obstacle course based on a favorite children’s story. Work with the classroom teacher to select stories that the students are familiar with. Both teachers should reinforce the vocabulary needed for this lesson.

D. STORY OBSTACLE COURSE

Create an obstacle course based on a familiar child’s story. Students act out the story using the obstacle course to experience changes in *levels*, *directions*, and *pathways*. The course assists students to establish physical and mental connections, understanding terms such as *over*, *under*, *behind*, *in front of*, *near*, and *far*. Use a story like “The Tale of Peter Rabbit” or any Winnie the Pooh story. Read the story aloud and discuss the actions of the characters. Then allow students to act out the story (e.g., crawling through a log, climbing or jumping a stream) using the simulated “forest and field” obstacle course. Focus on the changes in locomotor and nonlocomotor movements needed to navigate the course.

Variation: Create a circus obstacle course and have students portray the various circus characters and animal roles.

Variation: Design an obstacle course that focuses on acquiring language skills, describing directions, levels, and pathways. Vary the elements of the course as well as the locomotor movements that provide transition from obstacle to obstacle. For example, students crawl low through a tunnel, walk backwards on a balance beam, roll on mats, and climb cargo nets or climbing walls. Students perform designated locomotor movements such as skipping, hopping, or jogging between obstacles.

Create large vocabulary cards and place them next to each obstacle to reinforce concepts such as over, under, beside, and behind.

Variation: Design an obstacle course that allows students multiple opportunities to land and stick. Provide target areas for the landing and emphasize the need to flex the knees and hips as a means to absorb the force of the jump.

[CCWR: 3.9/3.11/3.14]

Teacher Tip: Students may prefer to dance to the latest tunes on TV or the radio. Always preview music for appropriate content before using it in class. (The music teacher may be helpful.) Expose students to a wide array of musical styles (e.g., classical, jazz, rock, country, rhythm and blues, cultural favorites). Percussion instruments, such as a drum or tambourine, are also effective when teaching dance concepts. Involve students as both musicians and dancers.

E. DANCE TO THE MUSIC

The “Chicken Dance” and the “Alley Cat” are two popular social dances that clearly demonstrate changes in the duration and speed of movement. When teaching these dances, discuss the concepts of *acceleration* and *deceleration*, the speeding up of the dance, and then the slowing at the conclusion. Discuss and demonstrate the concepts of *levels*, *pathways*, *space*, and *flow* in relation to the dance.

Variation: Use a percussion instrument to establish a *tempo*. Students perform a particular locomotor or nonlocomotor movement to the beat. Change the movement and vary the tempo.

[CCWR: 3.9]

Teacher Tip: As a prerequisite to short-rope jumping, students must be able to jump continuously using a rhythmic pattern within a small box drawn or taped to the floor.

F. JUMPING ROPE

Invite older students (e.g., 5th grade students) to perform jump rope routines, drawing attention to specific skills used by the jumpers. (If jumpers are not available, use a jump rope video.) During the demonstration, focus on starting and verbal cues. Practice the cues and actions without using a rope. Then give each student a short jump rope to practice basic single short-rope skills. Be sure students jump on the balls of the feet with soft landings. Students practice a single bounce, a double bounce, and a jogging step before moving on to more difficult moves. Establish a tempo by clapping or beating a percussion instrument, jumping with the students, and encouraging them to listen to the beat of the rope. Use music with a strong, even beat or have students chant a rhyme such as “Cinderella” or “Teddy Bear.” After students have mastered single short rope jumping, students perform the skills with a partner, before progressing to long-rope jumping.

Variation: Establish several jumping stations where students can practice basic and intermediate skills. At each station, post a wall chart of the skill or have students view a video performance. Students identify the critical elements of effective jumping technique and create a poster or graphic organizer.

[CCWR: 3.15/4.2/4.3/5.3]

MOVEMENT MODIFICATIONS

Indicator 2.5-2: Modify basic movement skills by applying movement concepts, biomechanical principles, and rhythm.

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Coordinate the following activity with lessons on the solar system because students must have a basic understanding of the characteristics and alignment of the planets before they can effectively play this game.

A. PLANET TAG

Develop a list of commands based on the characteristics of the solar system. Brainstorm the characteristics and write them on the board. Lead students to make connections between the characteristics, the name of the planet, and an action command to be used in a tag game (e.g., Pluto is farthest from the sun and is the coldest; thus the command “freeze” is appropriate for Pluto). After you have developed 5 to 10 commands, students scatter around the play area. One student is designated the leader to call out the commands. The rest of the class listens to the commands and acts accordingly. After students have successfully mastered the commands and the appropriate actions, secretly pass out two or three Nerf balls. On the command Asteroids the players with the Nerf balls become the taggers (not throwers). If tagged, a player must go into orbit (jog around the perimeter of the play area) until given the signal to return to the game. Examples of other commands for this game include:

- Mercury:** Run in play area as fast as possible.
- Saturn:** Run in small circles (rings).
- Sun:** Stay in place pretending to have “hot feet”.

[CCWR: 3.2/3.9/3.12/4.7]

Teacher Tip: Tag games provide students with opportunities to solve problems while exploring movement skills. Planning and learning to strategize is an important part of tag games. Because of the inherent chaotic nature of tag games, be sure to emphasize safety rules and sportsmanship.

B. TRIANGLE TAG

For this activity, you need a large, open play area and one small flag or colorful piece of material for each group. Divide the class into groups of four students and designate one player in each group the tagger. The three remaining group members hold hands to form a triangle. One of these players places the flag in his/her back pocket or attached to a belt. The tagger, operating on the outside of the triangle, tries to steal the flag. The students forming the triangle must work together to keep the flag from the tagger, without running away. If the triangle breaks, another member becomes the tagger. Discuss strategies used to outwit the tagger and keep the triangle together.

Variation: Each student needs a flag belt with two flags (in lieu of flags, clean socks or brightly colored strips of cloth can be tucked into back pockets). Select two to four students to become “flag chasers.” The flag chasers try to obtain as many flags as possible in three minutes. The number of flags obtained determines the score. Flag chasers may only take one flag at a time. Students who lose both of their flags may obtain another flag.

Variation: “Four Chiefs” is a tag game from Nigeria. In this game, the leader selects four players to be chiefs. The chiefs sit on chairs. Two soldiers are selected for each chief. The soldiers hold a supply of ribbons representing the chief’s tribal colors. On signal, the remaining students scatter and try to avoid being tagged by the soldiers. When tagged, the soldier gives the player one of the tribe’s ribbons. The captured student, now a member of the “tribe”, must sit behind the appropriate chief. After a designated time period, the chief with the most captured players wins the game. Rotate chiefs and soldiers.

[CCWR: 3.1/3.13/5.1]

C. READY REACTION

All students face the leader and mirror his/her actions (e.g., if the leader shuffles to the right, the group shuffles to the left). Students try to move at the same speed as the leader, change direction at the same time, and perform the same movement pattern. Assist students by providing cues such as a whistle for direction change or verbal commands for movement pattern changes.

[CCWR: 3.7/3.9]

D. PARTNER BALANCES

Organize the class into pairs of similar size. Partners face each other with feet shoulder-width apart, toes touching their partner’s toes. Partners join hands and perform an “air sit” by leaning back slowly until the arms are fully extended and the knees are bent approximately 90 degrees, keeping feet flat on the ground. Next, students try this from a sitting position and move up to the “air sit” position. After each pair has mastered the technique, form groups of four and eight students to complete the same tasks. Discuss ways to maximize group efforts to perform the task, emphasizing cooperation and communication skills needed to master the task.

Variation: Divide the class into groups of six to eight students. Each group forms a seated circle, holding hands, and stands up together without using their hands. Next, the entire group leans backward without falling over, while still holding hands. Compare this action to a flower blossoming.

Variation: Partners sit facing each other. Each partner places the soles of his/her feet against the soles of his/her partner’s feet. The pair attempts to lift their buttocks off the ground by balancing on their hands and arms while pushing sole to sole.

[CCWR: 3.1/3.11/3.13/4.2]

E. BLANKET TOSS

For this activity, you need several large blankets or parachutes and an assortment of soft balls or objects that can be tossed and caught in the blanket. Organize the class into groups of four to six students and provide each group with a blanket and ball. Students use a cooperative tug to fling or toss the ball into the air and move together to catch the ball in the blanket. Students repeat the toss and play catch with another group. Groups also explore the responses when a different type or weight ball is used.

Variation: Using the blanket, students toss and catch the ball over a net. Award points for successful returns and catches.

[CCWR: 3.1/3.13/4.2/4.7]

F. SHOOTING LADDER

For this activity, you need several baskets, balls, and carpet squares or poly spots. At each basket, place three poly spots at varying distances from the basket. Divide the class into small groups. At each basket, the first student shoots from the closest poly spot. If a basket is made, the student moves back to the next spot. The rest of the group follows the same pattern. If a student misses two in a row, he/she moves forward to a closer poly spot. Some students may need to move the poly spots to more challenging distances. Students record, on a teacher-designed chart, the number of successful shots from each poly spot location. Discuss the differences in force necessary to complete a successful series of baskets.

Variation: Set up stations that focus on different kinds of throws or kicking, using targets instead of baskets. Vary the distances at each station.

[CCWR: 3.1/4.3/4.11]

G. BEAN BAG SHUFFLE

For this activity, you need a shuffleboard court and three bean bags for each court. (You can modify this activity to use a hopscotch outline if shuffleboard is not available.) Divide the class into small groups, one group at each court. Students stand 10 feet away and slide the bean bags down the court. Record the score in the corresponding box. As students become more proficient, begin the slide further from the court. Discuss how the change in distance affects the ability to score and the changes in force needed to place the bean bag in scoring position.

Variation: Use an air hockey game to show changes in force and projection. Demonstrate how it is not always best to hit the puck hard but to control the force to reach the goal.

Variation: Introduce bocce (lawn bowling) as a follow-up activity. Explore with students the history of the game.

[CCWR: 3.9/4.2/4.3]

Teacher Tip: Create inexpensive “medals” for your Olympic celebration by spray painting the lids of canning jars, punching a hole in each, and adding a decorative ribbon. Involve the art teacher in this project.

H. AN OLYMPIC CELEBRATION

This is an interdisciplinary activity using the Olympics as a theme. Focus on either the summer or winter games. Each class selects a participating country. With the help of the classroom teacher and library media specialist, students research the country. Students plan and participate in opening and closing ceremonies. The art teacher assists students to create flags, banners, and costumes representative of the chosen nation. The music teacher works with the students to select representative music and assists the physical education teacher to instruct students in a native folk dance. As part of the Olympic celebration students demonstrate one of the sports the country is noted for. (Students may also learn and present a game native to the country.)

[CCWR: 2.7/2.8/3.4/3.15/4.6]

Teacher Tip: Folk dances and games were created to represent traditions and events experienced by a particular culture. These activities provide students with insight into the characteristics of the people and their values, history, spiritual influences, and lifestyles. Research games and dances until you find one that is appropriate for the physical, social, and cognitive levels of your students. Coordinate the experience with information about the origin of the game or dance and the people it represents.

I. MULTICULTURAL GAMES

In small groups, students research a country and select either a game or dance from that country to demonstrate to the class. Games from many different countries can be found in *Multicultural Games* by Lorraine Barbarash. Here is a game from Guatemala that allows students to practice throws, catches, and changes in tempo and rhythm. “O.A.” is a rhythmic ball game and chant in English and Spanish. Five players line up facing a wall about 6 feet away. All five players chant the following words, in rhythm, repeating each line three times before reciting the next line. When each player says his/her line, he/she bounces the ball, following the instructions in the rhyme, against the wall and catches it. Students can be awarded points for successfully completing the entire chant.

We bounce our ball...

- Against the wall...
- Without moving...
- Without laughing...
- Without talking...
- On one foot...
- With one hand...(throw/catch same hand)
- In front...(throw, clap, catch)
- Behind...(throw, clap behind back, catch)
- Whirlwind...(throw, windmill arms, catch)
- Little horse...(throw, raise leg, clap under it, catch)
- Right now...(throw, arms stay extended, catch)
- Half-turn...(throw, half-turn, half-turn back, catch)
- Full turn...(throw, full spin, catch)

Rebotamos nuestra bolon...

en contra de la muralla...
sin mover...
sin reir...
sin hablar...
en un pie...
con una mano...
adelante...
atras...
remolino...
caballito...
ahora...
media vuelta...
vuelta completa...

[CCWR: 3.9/4.3/4.6]

Teacher Tip: During warm-ups and preclass activities, play music that is appropriate for the age of the students. Music videos and videotapes of old TV variety shows can be used to showcase different dance styles. Display pictures and posters of dancers and discuss variations in dance forms, styles, and techniques.

J. SOCIAL DANCING

Students learn social dances, such as the “Chicken Dance,” the “Locomotion,” the “Four Kick Continental,” or more traditional styles such as the “Patty Cake Polka.” Be sure to include kid-favorite

dance styles, such as hip-hop, in your dance program. High school students can demonstrate some of the newer forms of popular dancing. Students plan a party to showcase the dances they learned, developing a party theme, creating invitations and decorations, and serving nutritious snacks. [CCWR: 2.8/3.1/3.4/3.8/3.15/4.2]

Teacher Tip: In order to maximize interest and participation when teaching jump rope activities, each student should have an individual rope of correct length. Jump rope length is determined by the size of the person. Students stand on the rope with feet together; the handles should reach to the child's underarms.

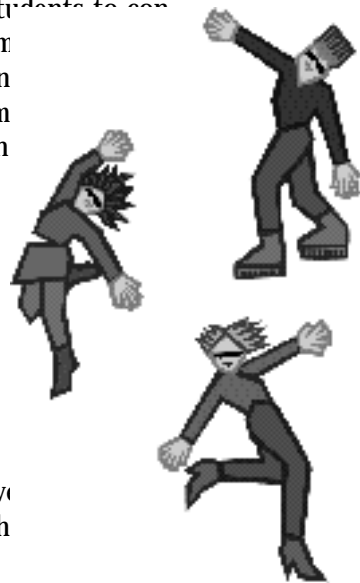
K. THE BEAT GOES ON

Use music with a strong, even beat to establish a tempo. Challenge students to continuously jump rope with the beat of the music. Once a jumping rhythm is accomplished, jumpers create their own routines to the music, using jumping skills and rope swings. Students change the speed and rhythm on variations in the music. A student-created routine might include in sequence:

- Two jumps
- A skill
- Two jumps
- Another skill
- The same skills alternating direction

Students develop routines alone and with a partner.

Variation: More advanced students may be able to add a manipulative (bouncing a ball) or a dance or tumbling skill (e.g., a cartwheel) to the routine. [CCWR: 3.15]



L. THE PACER

This activity helps students learn to **pace** themselves when running. Make two lines 20 meters apart. Students line up along one of the lines. On signal, students jog across to the opposite line and then return to the starting line. Encourage students to pace themselves so they arrive at the start in exactly nine seconds. Use a whistle, prerecorded beep, or music as the signal. After three attempts, double the distance (students go back and forth twice). Sound a signal at nine-second intervals. Discuss the ways students were able to pace themselves during the exercise. Ask: "Where else might pacing be important? Do you use pacing in the classroom? How?"

Variation: Change the distance, pace speed, running pattern, or locomotor movement. Try having students pace with a partner.

[CCWR: 3.1/3.13/4.9]

MOVEMENT ADAPTATIONS

Indicator 2.5-3: *Adapt movement skills in relation to objects, other participants, and boundaries.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: The following activity is designed for pre-K and kindergarten students. The activity helps students to identify personal space and to understand the need for and purposes of such space. Classroom teachers support this concept by using patterned hands and feet to guide students during regular classroom activities (e.g., standing in line, working at tables) and by providing students with personal space for their belongings.

A. FINDING SPACE

For this activity, you need hoops, poly spots, carpet squares, or sheets of newspaper for marking **self-space**. Provide each child with a space marker. Students sit on their marker in a tight ball (knees tucked with arms around them) and then open their arms as wide as they can. Ask: “Are you touching anyone? If so, move your space marker so you cannot touch another student.” Students stand, turn, spin, and stretch in their own space. After students demonstrate an understanding of self-space, remove the space marker and have students continue to move in self-space. Ask: “Was it more difficult to stay in your own space without the marker? Why?” Provide students examples of self-space in activities, such as the batter’s box in baseball or the goal in soccer. Brainstorm other examples (e.g., their desk, the teacher’s desk, the driver’s seat in a car).

[CCWR: 3.1/3.2]

Teacher Tip: Involve the art teacher in the next activity.

B. CREATING SPACE

For this activity, you need a large open area, one ball for each child, a percussion instrument for signaling activity changes, and a chalkboard. Write on the chalkboard: “Take one ball and practice bouncing it in self-space for two minutes. When you hear the signal, you may bounce the ball in general space for two minutes. Do not talk or touch your neighbors. On the third signal, place your ball against the wall and move to the middle of the gym floor.” Reinforce the directions through modeling, posters, and verbal cues. After students have completed the activity, ask: “Have any of you ever been to an art gallery? What kinds of paintings did you see? Did any of the artists only use half of the canvas and leave the rest blank?” Display several paintings and discuss how an artist thinks about the image on the canvas and uses the entire space to create art. (Invite the art teacher to participate in this part of the activity.) Describe how good dancers can use the entire dance floor and how a good basketball player uses the entire court. Students pretend to be artists and use general space as their canvas. On signal, students move in a variety of directions and pathways covering the entire play area. Refocus the students to try various levels and kinds of locomotor move-

ments. Stop the action periodically and emphasize how students must move without contact or collision in general space. Next, students dribble or juggle the ball while moving in general space. Regroup the class and discuss the purpose of the day's activity—to learn to use general space in a safe and fun way. Brainstorm activities that require participants to move in general space and list on the board. Define **self-space** and **general space**.

Variation: Combine self-space and general space activities. On signal, students move from one to the other and perform specific locomotor and non-locomotor movements.

[CCWR: 3.9/3.15/5.3]

Teacher Tip: For the next activity, require students to alternate using the dominant and non-dominant hand to perform the tasks.

C. CRAZY CONES

For this activity, you need a large open area and a number of cones (one for each student, if possible). Distribute the cones around the area with half standing upright and half laying down. Divide the class into two groups. One group knocks down the standing cones while the other group stands the cones back up. The two groups move simultaneously and must avoid contact with each other. Students must move carefully around the stationary objects while moving among the participants. After a set period of time, the groups switch roles. Discuss strategies used to perform the task. Ask: "Did students work together? Did team members communicate or work alone? Was one method or task easier or harder than the other? Why?"

[CCWR: 3.1/3.11/3.13/4.2]

Teacher Tip: The following activity is most effective if students have studied China and have seen pictures or a video of the Great Wall.

D. GREAT WALL OF CHINA

For this activity, hang a large volleyball net across the gym. The net represents the Great Wall of China. (Cover the net with a decorated large sheet or parachute.) Elevate one end of the net higher than the other to allow students to toss objects over the net at various heights. Divide the class into two groups. Give each group plenty of soft balls or bean bags. On signal, students pick up an object on their side of the wall and return it to the other side using an overhand throw. Students move along the wall as their ability allows.

[CCWR: 3.1/3.14/4.3]

E. SOCCER CROQUET

Divide the class into two groups. One group becomes soccer dribblers while the other group becomes human soccer "wickets." Instruct the wickets to find personal space in the play area and become stationary objects, hands on hips and feet shoulder-width apart. Dribblers foot-dribble a soccer ball to a human wicket and quickly and safely pass the ball through to the other side. Emphasize that students are not to kick the ball—the object is to keep the ball under control as it is manipulated around the wickets. As the ball passes through the wicket, the student continues to dribble to another human wicket. On signal, students switch roles.

[CCWR: 4.1/4.3]

F. SPEED BUMPS

For this activity, you need a large play area and an assortment of “speed bumps” (e.g., dome markers, cones, deflated balls). Scatter the speed bumps around the play area. Students dribble a ball (using feet or hands) from one end of the play area to the other, avoiding the speed bumps. If a student touches a speed bump with a ball, he/she must return to the beginning of the course and start over.

Variation: Align the speed bumps in a straight line, and have students dribble around the objects. [CCWR: 4.1/4.3]

G. LET’S PLAY TAG

Tag games teach children how to negotiate objects, stay within boundaries, and flee from chasers. Here are several variations of tag games designed to teach these concepts.

Spiders

Two lines, 30 to 40 feet apart, define the playing area and the game is played from line to line. Between the lines scatter hoops—the more hoops, the more taggers. Assign one student to stand inside each hoop. These students are the “spiders.” The spiders may stretch far as possible but must keep both feet inside the hoop. The hoops may not be moved. The runners (any locomotor movement works) try to move from one line to the other without being tagged by a spider. Ten points are awarded for each successful crossing. If a student is tagged, points are not scored. No one loses points.

Variation: Rather than award points, tagged students must obtain a hoop and become a spider. When all students are tagged, begin the game again allowing new spiders to scoot inside the hoops to tag students.

Amoeba Tag

Students scatter within a large play area. One person starts as the “amoeba” (tagger). When tagged by the amoeba, the tagged player joins hands with the amoeba. When the amoeba becomes a chain of four, it splits, creating two amoebae (sets of taggers). The game continues until most of the players have become amoebae.

Tag Zone

For this game, you need a large play area. One end of the play area is the start line and the middle 10 yards of the play area are the tag zone. Students must try to cross from the start line to the other side going through the tag zone. Position several taggers in the tag zone. Students must cross this zone without being tagged. The taggers may not leave the zone. If a traveler is tagged in the zone, he/she must return to the start line. Once a traveler successfully crosses to the other side, he/she may return to the game by going out of bounds and returning down the sidelines.

Lighthouse

For this activity, you need a large play area (the ocean) and items randomly scattered as islands (e.g., mats, chalk outlines, rope borders). Students pretend they are ships trying to cross the ocean. All of the ships start at the dock (use a cone, carpet square, or poly spot) and must try to cross the ocean to a similar dock on the other side. The ships must stop at least one time during the crossing to refuel at one of the islands. To refuel, the student/ship needs to place one foot on the island and then continue to cross the ocean. Each island has a lighthouse troll who does not want the ships to refuel. The troll, who cannot leave the island, tries to tag each ship stopping to refuel. If a student/ship is tagged by a troll, the ship must remain on the island until it is able to share fuel from another ship (students give each other a high five). Once ships cross the ocean, they return to the original

port, refueling once again along the way. Provide opportunities for all students to be ships and trolls.
[CCWR: 3.1/3.11/3.14/4.2/5.3]

H. INCREDIBLE SHRINKING ROOM

Start with a large play area with clear boundaries. Students travel within the play area without touching another player. After a predetermined time, stop the play and redefine the boundaries, making the play area smaller. Continue the activity, stopping and adjusting the boundaries to make the play area smaller each time. Afterwards, discuss how students modified their movement to avoid contact with others as the size of the play area changed.

Variation: Use music to establish a tempo or speed of activity. Observe student activity and then ask: “How does a change in tempo impact your ability to avoid contact with another student?”

Variation: Monitor student contact to answer the following questions: Can the players travel 10 seconds without a touch? 20 seconds? 30 seconds? Ask students to explain ways they avoided contact with other students during the exercise.

[CCWR: 3.2/3.9/3.13]

I. SOCCER SNAKE DRILL

For this activity, you need a large play area and a number of soccer balls. Divide the class into groups of three. One student in each group becomes the head of the snake, one the middle, and one the tail. All three students try to control the soccer ball using only their feet. The students must follow the lead of the head of the snake as he/she dictates direction, speed, and pattern. Students are not permitted to use their hands. On the instructor’s cues, students switch roles. Discuss how the teams were able to work together.

Variation: Use a basketball or hockey puck instead of a soccer ball.

[CCWR: 4.2/4.7]

J. RAPID FIRE

For this activity, you need hoops and an assortment of Nerf balls or bean bags. Divide the class into pairs, and have partners stand at least 10 feet apart. Students pass and catch the ball as many times as possible during a three minute time period while keeping at least one foot in a hula hoop. The hoops cannot be moved. Partners may only leave the hoop to retrieve the ball. Award points for each successful pass and catch.

Variation: Change the distance between partners, use different types of balls, or try specific kinds of passes (e.g., bounce, overhand throw).

[CCWR: 3.1/4.2/4.9]

K. ORIGINAL PARTNER DANCE

Using a 4/4 beat (drum, tambourine), each student creates an eight-count movement pattern. When the student can perform the eight-count pattern to the beat or music, create triads or pairs. Each member of the group teaches his/her movement pattern to the others. The result is a short dance pattern, consisting of two or three patterns. Students perform their dance creation.

Variation: Combine groups to create a dance with four or six movement patterns. Allow students to select music, create costumes, and perform for their classmates.

Variation: Require that each original dance pattern be performed in a circle or square formation and that partners must perform simultaneous movement.

[CCWR: 3.15/4.2/4.7]

MOVEMENT ADAPTATIONS

Indicator 2.5-3: *Adapt movement skills in relation to objects, other participants, and boundaries.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Paired activities allow students to provide feedback using criteria established by the teacher. Task cards or checklists can be used for the observation. Pictures of the appropriate techniques may be helpful. Posters of the skills should be displayed to reinforce appropriate skill techniques.

A. OFF THE WALL

For this activity, you need a walled area for rebounding and an assortment of paddles, racquets, and small, soft balls. Divide the class into pairs. Each pair moves to a spot along the wall. Students measure a distance 8 to 10 feet away from the wall. Partner A drops and strikes the ball using his/her hand, a paddle, or racquet. The student attempts to strike the rebound as many times as possible. Partner B observes the striking and rebounding and evaluates Partner A's activity using a task card created by the teacher. Students switch roles and repeat the activity.

[CCWR: 3.2/3.14/4.3/4.4/4.5]

Teacher Tip: The following activity requires that students be able to throw with some control and catch a ball in the air and on the ground. For those students unable to perform this skill, allow them to practice with a Velcro tennis ball and mitt before using a regular tennis ball.

B. WALL BALL

For this activity, you need lots of wall space and plenty of tennis balls. Divide the class into pairs, and have each pair move to a spot along the wall. One partner throws the tennis ball against the wall, and the other partner tries to catch the ball without dropping it. The thrower's turn is over when he/she has made three outs or scored a set number of points. Players then switch positions. Award points to the catcher when he/she catches a grounder or fly ball; award points to the thrower when the catcher misses a catch.

[CCWR: 4.2]

C. MOVE IT!

For this activity, you need several low volleyball nets and beach balls. Divide the class into pairs, one partner on each side of the net. Students volley the beach ball across the net to establish a record number of consecutive volleys. As students become more proficient, partners move to higher nets.

Variation: Instead of using a net, students use an overhand throw and catch pattern through an upright hoop.

[CCWR: 4.2/4.2]

D. GAMES IN THE LANE

Divide the play area into long, 10-foot-wide lanes using cones, chalk, or rope. Form teams of four to five students, and have each team line up at the end of a lane. The first student in each line is a **defensive** player. He/she turns around to face the next player in line. The second player (an **offensive** player) tries to dribble a basketball from one end of the lane to the finish line without losing control. Players may not go outside their lane except to retrieve the ball, and no running is permitted. The defensive player tries to slow the dribbler by keeping his/her body between the dribbler and the finish line. The defensive player is not permitted to steal the ball from the dribbler or bump the offensive player. Upon completion, students return to the end of the line and switch roles.

[CCWR: 3.1/3.9/3.14/4.11/5.3]

E. THE PASSING GAME

Divide the play area into five zones. The two end zones are the scoring zones. Divide the class into two groups, and assign each group a scoring zone. Some team members play in the scoring zone while the remaining team members play in the middle zones. The object of the game is to pass a ball from one zone to the next and ultimately to the scoring zone. Players may not pass over a zone. If the ball goes out of bounds, the other team gains possession. Players with the ball may not travel; however, pivoting is allowed. Defenders may intercept the ball but may not grab the ball out of another player's hands. The game can become more challenging using two or more balls of different types.

[CCWR: 3.13/4.2/4.7/5.3]

COMBINING MOVEMENT SKILLS

Indicator 2.5-4: *Combine movement skills to participate in physical activities, such as games, sports, and lifetime recreational pursuits.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: To ensure a safe walking experience, review pedestrian safety rules. As students explore their community point out safety hazards, such as construction sites, high traffic areas, or unlighted areas. Students can design a map of safe walking paths in the community and use it each time the class walks together.

A. ALPHABET WALK

Brainstorm the health benefits of walking. Explain that you have a way to make walking fun and healthy at the same time. During the walking time, students must find objects that begin with all the letters of the alphabet. Begin with the letter “A” and move through the alphabet, noting all the objects encountered on the walk. Be sure students maintain a brisk walking pace while searching for the objects.

Variation: Students find sets of objects in numerical order (e.g., one bird, two cars).

Variation: Students look for car license plates from various states and keep track of them during the walk. Upon return to the classroom, discuss the differences and similarities in the plates.
[CCWR: 3.7/4.9]

B. RIBBON DANCE

For this activity, you need a large, open play area, music tapes or CDs, and one multicolored paper streamer or plastic ribbon per child. Show pictures or video of a rhythmic gymnast using hoops, balls, and ribbons. Distribute the colored streamers and instruct students to find personal space. Students draw a circle in the air with their ribbon. Encourage students to use both hands to draw the circles. Allow students a few minutes to get accustomed to the feel of the ribbon. Have them make circles over their heads, behind their backs, and at varying levels. Allow students to incorporate a locomotor movement as they continue to draw with the ribbon. On signal, students throw their ribbons high up into the air and let them fall to the ground. After sufficient practice circling, moving, and tossing, students perform an original ribbon dance to a short piece of music.

Variation: Divide the class into several small groups (e.g., by color of ribbon), and have each group perform to a segment of music. After each group has performed, combine the entire class into one celebration dance.

Variation: Use rhythm instruments rather than music. Students beat a drum, tambourine, or wood blocks to set the pace for the ribbon dance. Each type of instrument indicates a change in pattern (e.g., tambourine or chime means travel at a high level, the drum signifies circle or travel at a low level or very slowly). Allow students to serve as both dancers and musicians.

Variation: Challenge students to create movement patterns that simulate ocean waves, a lasso, a bouncing ball, or a tornado. Have students describe the qualities of each.

Variation: Instead of ribbons, use hoops, hand or foot rhythm tappers, or soft balls.
[CCWR: 3.15]

C. THREE-PERSON BASEBALL

For this activity, you need one tee or 28 inch cone, a Wiffle ball, a bat, and one throw-down base for every three students in the class. Arrange the batting tees in a small circle, and place each group's base in a large circle outside the tees (like the spokes of a wheel). Position three players at each site: the batter, who tries to hit for distance to score runs; the fielder who tries to catch the ball and throws it to the catcher; and the catcher, who must catch the thrown ball in the air. The first batter hits the ball off the tee and runs to the base and back. One point is scored each time the batter touches the base, and another point is scored when he/she returns to the tee. The fielder needs to catch the ball as quickly as possible and throw it to the catcher because the batter continues to run back and forth until the catcher has control of the ball. The catcher replaces the ball on the tee and yells "Stop!" to halt scoring. There are no outs in this game. After each bat, rotate positions.

Variation: This game can be modified for soccer (corner kicks, throw-ins, and goalie catching) or football (punting, passing, and receiving).

[CCWR: 3.1/3.13/4.2/4.7]

Teacher Tip: To ensure the safety of all students, make sure the equipment is developmentally appropriate and in good condition. For the next activity, allow students time to practice tossing horseshoes without the stake before they attempt to play the game. Observe the tosses to ensure students hold the horseshoe at the rounded end and toss it underhand so it flips once in the air on the way to the stake.

D. HORSESHOES

Create teams of two students. Position one member of each team at a stake. (Be sure there is enough room between targets.) Give the players at one end two rubber horseshoes. Players take turns throwing their horseshoes. Award points (ringer = 3, leaner = 2, and 1 point for closest to the stake).

[CCWR: 3.2/4.3/5.4]

E. SNEAKY FEET

For this activity, you need a large play area, an assortment of balls, and several hoops. Divide the class into four or more groups. Each group starts with five balls in a hoop. On signal, all players run to another group's hoop, take a ball, and hand dribble it back to their own hoop. There is no defense in this game. At the end of the allotted time, the team with more than four balls in their hoop wins the game.

Variation: Add a defensive player that remains in the hoop. Students must pass the ball to a teammate rather than dribble. To make this more difficult, do not allow locomotor movement when in possession of a ball.

[CCWR: 3.1/3.13/4.2/4.7]

COMBINING MOVEMENT SKILLS

Indicator 2.5-4: *Combine movement skills to participate in physical activities such as games, sports, and lifetime recreational pursuits.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Students need to practice and refine the skills of serving, bumping, and setting prior to this activity.

A. 3 VS. 3 VOLLEYBALL

Create several small volleyball courts with modified boundaries. There are three players on each team. Each team has an individual net. Game play begins with a serve and continues with set and bump volleys according to regulation rules. Only the serving team can score points. The first team to score seven points (with at least a two-point lead) wins the game.

Variation: Instead of using a volleyball, use a 48-inch beach ball.

Variation: Play Newcomb (catch and toss) instead of set and bump.

Variation: Designate a different number of hits per side.

[CCWR: 4.2]

Teacher Tip: Students can make their own bowling pins using recycled materials. Save empty plastic soda bottles, fill each with a small amount of sand, and replace the cap. Use bottles of the same size to create a bowling game.

Teacher Tip: Connect bowling to math activities. Students can calculate class averages or graph the total number of pins for each session. Bowling can be used to study patterns (e.g., triangular threes), relationships, and symmetry.

B. BOWLING TRIOS

For this activity, you need a plastic or rubber bowling set for each group of three students. Put tape or a chalk mark at each pin site; this saves time when resetting the pins. (Depending on the skill level of the students, you may need to mark the boundaries of the alley as well.) One student is designated the bowler, one the scorekeeper, and one student the pinsetter. After each student bowls twice, students in the group change positions. Each student gets two times to try and knock down 10 pins. One point is scored for each pin knocked down. As in regular bowling, if a student scores a strike on the first ball, he/she does not have to bowl a second time. (Don't worry about scoring spares according to regulations—that comes later.) Provide the scorekeeper with a score sheet and assist him/her to tabulate scores. Discuss the role of force, speed, and agility as used in bowling.

Variation: After students have practiced using modified equipment, schedule a field trip or after-school visit to a bowling alley. Most bowling facilities are able to modify the equipment for younger students. Involve parents in the activity.

[CCWR: 3.13/3.14/4.2]

Teacher Tip: The next activity is a fast-moving one that requires a clear explanation of the rules, close supervision of all the activities, and frequent emphasis on safe play.

C. SCOOTER SHOOTERS

For this activity, you need a large play area, enough scooters and basketballs for half the class, and two large barrels or boxes to be used as targets. You also need several old car tires for sideline targets, lots of small Nerf balls, and three small crates (one which contains small objects that can be used to keep score and one team scoring crate for each team.) Divide the class into two teams. Each team is comprised of shooters and sideliners. At one end of the floor place the two boxes or barrels. The shooters line up at the opposite end of the floor. Their goal is to navigate the floor on a scooter and shoot the basketball from one of three designated sites, into the box/barrel. The sideliners line up on one side of the gym. On the opposite side of the gym, set up the tires. The sideliners attempt to throw their ball into one of the tires on the other side of the gym. They throw the balls at the same time the shooters navigate their scooters down the gym floor towards their target. Sideliners score one point for each ball that stays inside a tire. Shooters score points each time a basket is made. When a point is scored the player goes to the scoring crate, selects an object from it, and places it in his/her team-scoring crate. Each shooter gets only one chance to make a basket. Sideliners throw as long as the balls are available. If the shooter does not make a basket, or if he/she falls off the scooter, the shooter gives the scooter and basketball to a sideliner partner. All new scooter shooters must begin at the starting line. The game ends when the scoring crate is empty or when a designated time expires.

[CCWR: 3.1/3.2/3.13/4.2/4.7]

Teacher Tip: Students must be able to perform basic gymnastic skills from four categories: rolling actions (e.g., forward roll); step-like actions (e.g., weight transfer, cartwheel); flight actions (e.g., jumps, leaps); and balance actions (e.g., scale) to participate in this activity. Invite a gymnast to demonstrate floor exercise combinations, or use a video of national team athletes available from USA Gymnastics. Students note the differences (e.g., females use music and more dance; males use more strength moves).

D. TUMBLING ROUTINE

Write the four categories (*rolling*, *step-like*, *flight* and *balance*) on the chalkboard and brainstorm actions that fit into each area. Demonstrate variations of the skills. Allow time for students to practice the various skills before they combine them into a short routine. Students create a brief gymnastic routine using at least one element from each of the four categories and perform their routine with a partner or small group.

Variation: Students perform their routines to selected music and teach the routines to other group members.

Variation: Working alone or in a small group, students select a theme (e.g., a season, a sport) and combine dance and tumbling skills to portray the theme.

Variation: More advanced students may perform routines on a balance beam or other available gymnastic apparatus.

[CCWR: 3.7/3.9/4.3/5.3]

E. MODIFIED TEAM HANDBALL

Divide the play area into mini-fields so all students can participate. You need one Nerf ball for each team. Divide the class into teams of three. Each team has a goalie and two scorers. Scorers travel anywhere except the goal zone, which is a line 15 feet in front of the goal. The object of the game is to throw your team's ball into an opposing team's goal. When a player has a ball, he/she can only take three steps with the ball before it must be passed to a teammate or thrown at the goal. Defensive players try to intercept passes but they cannot steal the ball when it is held by an offensive player. After a score, the other team gets the ball. After play is completed, discuss game strategies and the importance of teamwork.

[CCWR: 3.1/4.1/4.2/5.3]

Teacher Tip: For the next activity, have students create flags from different countries. Vary the game by requiring students to capture flags from a particular continent.

F. CAPTURE THE FLAG

You need a large open play area divided into territories (one for each group), one bucket of flags, and an empty bucket for the captured flags. After dividing the class into several groups and assigning each group a territory and flag, explain that the purpose of the game is to enter "enemy" territory and capture a flag, one flag at a time. When a flag is captured, the student gets "safe passage" back to his/her territory to place the captured flag in the team bucket. If a student is tagged while in enemy territory, he/she is captured and must report to the "tower," where all prisoners are held captive. Students can escape from the tower by "high fiving" an incoming prisoner (only one player can be in the tower at a time). The game is finished when all flags have been captured.

Variation: Add one or two mats as safety zones in each territory. Create a safe zone around the flags. Defensive players are not permitted to enter these zones.

[CCWR: 3.1/3.13/4.2]

G. CREATIVE JUMP ROPE

For this activity, create a number of jumping stations (e.g., short rope, long rope, jump bands, tinkling sticks). After a review of various jumping skills, divide the class into groups and assign each group a station. Using an eight count or appropriate musical selection, students develop a jumping pattern using the equipment at the station. Students add additional patterns and skills, moving from three patterns to five patterns. After a designated period of time, students move to a second station and perform the patterns on the new equipment.

[CCWR: 3.9/3.15/4.2]

APPLYING MOVEMENT SKILLS AND CONCEPTS

Indicator 2.5-5: *Describe when, where, and how to use and adapt specific movement skills and concepts in physical activities.*

SAMPLE LEARNING ACTIVITIES: K-2

A. THE RACE OF THE TORTOISE AND HARE

For this activity, you need a large open area, several hoops, and a percussion instrument. Begin the class by sharing an Aesop's fable, the "Tortoise and the Hare." (If the students are already familiar with the story, have students identify the key events and moral of the story.) Focus on the differences between the **speed** of the two characters. Tell students to move slowly to one of the hoops. While in the hoops, students perform different slow movements (like the turtle). Next, students move very fast, just like a rabbit. Use the percussion instrument to signal when students should begin moving suddenly or quickly. Remove the hoops and have students find self-space. Discuss and enact the following: "How does a windmill move on a day when there is no wind? How might a very old person walk across the street? How might a very old car that hardly works move? Now think about how you might move if you were holding the hand of a baby just learning to walk. If I asked you to run for a whole hour, how fast would you run?" Discuss the need to **pace** such movements and explain how the body would run out of energy. Emphasize concentration, safety, and practice. Return to the story of the tortoise and the hare, and use it to explain the concept of pacing.

Variation: Students pretend they are a motorcycle or car. Use a drumbeat to establish pace. As students move around the play area, cue them to alter their pace and speed (e.g., "How would your speed change near a playground? on a highway? on a hill?") Discuss speed limits and change the beat of the drum to signal changes in speed. To conclude the activity, have students explain the following: "*Sometimes it's good to be a tortoise, sometimes it's good to be the hare.*"

Variation: Use movement modifiers, such as **brisk**, **speedy**, and **sluggish** to illustrate different speeds. Students perform various movement skills as directed.

Variation: Create a set of flash cards that illustrate various real-life situations (e.g., students in the hallway or on the bus), sports, games, or dance activities that require changes in speed or pacing. After students are able to identify such situations, show videotapes of athletes and dancers using fast and slow movement and discuss.

[CCWR: 3.2/3.7/3.9/4.11]

B. PICK A PICTURE

Create two sets of flash cards: one set shows places such as a beach, playground, hallway, or busy street; and the second set shows specific movement skills such as run, skip, walk, or hop. Students match the place with the appropriate type of activity by responding to questions such as the following: "Is it ever appropriate to skip down the hallway? Should you run into traffic? a parking lot?" Discuss the student matches and help students distinguish between appropriate and unsafe movement experiences.

Variation: Create a student worksheet that requires students to match the activity to the appropriate location or situation.

[CCWR: 5.1/5.3/5.6]

Teacher Tip: Students should practice manipulative skills using both the dominant and non-dominant extremity.

C. Q & A TIME

Establish several bounce, throw and catch, or dribble stations where students can experiment with balls of different sizes, weights, colors, and textures. After students have completed the circuit, ask the following questions. Modify the questions for bounce or catch and throw.

- Which kinds of balls are easier/harder to dribble under control? Why?
- Which kinds of balls are easier/harder to dribble low? high? Why?
- Which balls work best when traveling fast/slow?
- How does the weight of the ball change dribbling? a different size ball?

Variation: Use the same activity to analyze overhand throws, kicking, or catching.
[CCWR: 3.2/3.6/3.7/3.9/3.12]

D. CIRCLE OF LEARNING

Students perform self-selected locomotor movements in general space. As students move, call out the name of a place (e.g., playground, hallway). If the locomotor movement being performed is unsafe or inappropriate, the student must freeze. As students begin to understand the game, make the situations more specific (e.g., the playground near the swings). After posing several situations, students sit in a circle. Moving around the circle, students name one rule for safe movement and discuss safe and appropriate behavior in a variety of settings. Students create a bulletin board or series of posters that display safe and appropriate movement in the school setting.

Variation: Focus on manipulative movements (e.g., throwing a ball, bouncing a ball off a wall).
[CCWR: 5.1/5.3/5.4/5.8]

E. MOVEMENT MATCH GAME

Create a series of cards with various movement skills and concepts illustrated or written on them. Divide the class into several small groups, and distribute the cards. Students organize their cards into specific groupings (e.g., all locomotor skills, all manipulative skills). After each group has organized its cards, they consult with another group, compare cards, and match. After all cards are matched, each student selects a card at random and demonstrates the skill.

Variation: Create large posters naming and illustrating a specific activity, such as soccer, baseball, or basketball. Students match the poster with a card illustrating the corresponding activity (e.g., run with soccer, dribble with basketball, catch with baseball).
[CCWR: 3.8/3.9/4.2]

APPLYING MOVEMENT SKILLS AND CONCEPTS

Indicator 2.5-5: *Describe when, where, and how to use and adapt specific movement skills and concepts in physical activities.*

SAMPLE LEARNING ACTIVITIES: 3-4

A. DO AS I SAY!

Create movement skill cards (use small index cards and illustrate and describe one movement skill on each card). Divide the class into pairs, and give each pair several movement cards. One partner becomes the narrator; his/her job is to describe the movement skill written on the card without specifying the skill. The other partner performs the skill as directed by the narrator. The performer must correctly name the described skill. Partners switch roles.

Variation: The narrator describes a series of skills (e.g., one locomotor, one manipulative, and one non-locomotor skill). The performer must move from one skill to the next in the correct sequence. Describe the actions using various modifiers (e.g., slow, fast, low).

[CCWR: 3.8/3.12/4.2]

B. FEEL THE BEAT

For this activity, you need a wide, open space and several musical selections that clearly represent different styles, tempos, and moods. Students find self-space and sit on the floor. Begin by playing a very slow musical selection, and instruct students to move very slowly—as if they are just waking up in the morning. Then change the musical selection to a much faster, more chaotic selection. Tell students they are just “waking up,” but the alarm did not go off and they will be late to school. After discussing how their actions differed based on the situation, the mood, and the tempo, allow students to move into general space. Offer different music selections for students to pace their movement actions.



[CCWR: 3.13]

C. NAME THAT MOVEMENT

Divide the class into small groups, and give each group a list of movement skills to create a simple movement routine. The rest of the class tries to identify the group's movements. Each routine must have at least five different movement skills, and group members must move in different kinds of space and at different speeds. Each group selects appropriate music for its routine and presents its creation. Discuss how movement skills might be used in other physical activities (e.g., a slide in a polka, a jump in basketball).

[CCWR: 3.2/3.15]

Teacher Tip: Assist students to design a checklist to evaluate skill performance. Students can identify the critical elements of a basic skill and make suggestions for improvement. Involving students in the development of the criteria helps them to identify the most important elements of each skill.

D. WHICH SKILL?

Provide students with a list of skills and a corresponding list of games and activities. Students match the appropriate skill with the activity. Here are some samples.

SKILL LIST	ACTIVITY
<ul style="list-style-type: none"> ■ Use a strong wrist snap. ■ Move to open space. ■ Throw ahead of the receiver. 	<p>3 vs. 3 basketball</p> <p>Passing to a moving partner in soccer</p> <p>Football</p>

[CCWR: 3.2/3.15]

E. EXECUTE!

Create a series of cards that illustrate and describe the proper sequence of a skill. Divide the class into small groups. Distribute one set of sequence cards to each group. (Be sure the cards are not in the correct order.) The group decides the correct order of the movement skill and then demonstrates the skill. Students investigate when the particular skill might need to be modified (e.g., throwing very hard for distance, tossing underhand because you are too close to the first baseman). An example appears below.

OVERHAND THROW

1. Position the opposite foot forward.
2. Keep the elbow high.
3. Twist and untwist the torso.
4. Step forward.

Variation: Name a skill. Students develop flash cards that illustrate the correct sequence to perform the skill.

[CCWR: 3.2/3.12/3.13/3.14]

F STOP THE ACTION

Students play a game or sport (e.g., soccer, tag). At various times during the game, yell “Freeze!” At that point, everyone must freeze. Ask questions about the skills being used during the game. For example, during a modified basketball game a student misses a long distance shot. Stop the action to discuss appropriate passing techniques with a teammate wide open. Be positive and focus on all players being actively engaged in the action. Indicate how students can move more effectively within the boundaries of the field or court.

[CCWR: 3.1/3.2/3.14]

IMPROVING PERFORMANCE

Indicator 2.5-6: *Observe physical activities and provide feedback to participants to improve performance.*

SAMPLE LEARNING ACTIVITIES: K-2

A. PICTURE THIS!

Develop a series of posters that illustrate the correct technique for a simple locomotor or manipulative movement skill. Use simple stick figures to focus on important elements of the skill, such as foot position or arm placement. Number each poster so the students can break the skill down into smaller parts. Hang the posters around the gym to create several stations. In groups of three, students move to each station. One student performs the task while the other two observe the skill. If the student performs each step of the skill correctly, the observers say “yes!” If the student has difficulty performing the skill, the observers note the skill number (from the poster) on a teacher-prepared task sheet or card. Circulate to each station to provide assistance to the groups. Students rotate as performers and observers and change stations when each skill has been performed by each member of the group. Discuss the role of the observer and relate that role to the role of a coach in a sport.

Variation: Divide the class into pairs. Provide each pair with a specific task, and note several observational elements for that task. Provide students with a written or illustrated task card to provide cues for the observation. As one student performs, the other student observes.

[CCWR: 3.7/4.3/4.4/4.5]

Teacher Tip: For the next activity, select movement skills that students have practiced and feel comfortable with.

B. BE THE COACH

As you demonstrate a specific movement skill, explain that sometimes you don’t always do the movement correctly. Students, acting as coaches, observe the demonstration and vote on the correct method. Demonstrate the designated movement skill correctly and then with an obvious flaw. Repeat and then have students vote for the version they think is correct. Students hold up one finger for the first choice and two fingers for the second (or use hands instead of fingers or give students numbered cards). Volunteers explain their selections and correct your poor skill performance.

[CCWR: 3.2/3.7/4.5]

C. YOU BE THE JUDGE

Give each student a set of small index cards, numbered 1 through 10. Show students videotapes of various athletic and dance performances. Students rate each performance on a scale of 1 (poor) to 10 (great) and hold up the appropriate card. Provide observational cues for the activity. Discuss the criteria used by students to rate an activity (e.g., I don’t like dance but I like basketball; I like the

way Michael Jordan took that pass in for a basket; I like the dance but not the music). Discuss appropriate criteria for the various activities viewed by the students.

[CCWR: 3.7/4.5]

D. ALIEN THROWING TECHNIQUES

Explain that aliens from the planet Zargo have just landed on the local baseball field, right in the middle of a game. The aliens have been watching the Earthling teams play baseball but the aliens' attempts at throwing a baseball are pitiful! Students help the Zargons learn to throw by describing and demonstrating an overhand throw.

Variation: Using a worksheet, students describe how to perform an overhand throw. Students name two activities that use an overhand throw and draw a picture of an overhand throw. Students discuss their responses and demonstrate the skill.

Variation: Use the “alien” teaching strategy for a variety of movement skills and tasks. One group of students pretends to be the aliens, and the other group teaches the skill.

Variation: Students create a series of drawings and flash cards to teach the skill in another language.
[CCWR: 3.2/4.5]

IMPROVING PERFORMANCE

Indicator 2.5-6: *Observe physical activities and provide feedback to participants to improve performance.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: The most effective observation is one when a single critical element is observed on each performance. Divide skills into observable “chunks” and have students observe one chunk at a time. For this reason, students may need to repeat a skill several times so students become effective observers. Feedback should always be positive and related to the critical elements observed.

A. MNEMONICS

Students develop mnemonics to assist when performing and observing a particular movement skill. Divide the class into pairs. One student performs the task, and the other observes and critiques the task or skill using only the items included in the mnemonic. Here is a sample basketball foul shooting mnemonic:

BEEF

Balance
Eyes on the target
Elbow under the ball
Follow through

[CCWR: 4.4/4.5]

B. WHAT'S MY NUMBER?

Identify the critical elements of a number of specific and more complex movement sequences. Divide the class into pairs, and provide each pair with a task card that enumerates the critical elements. While one student performs the tasks, the other observes and uses the task card to note observations relevant to the critical elements. The observer assigns a rating of 1, 2, or 3 for each element and observes each performance at least two times. Partners switch roles. Here is an example of critical elements for a forward roll in a tucked position.

CRITICAL ELEMENTS: TUCKED FORWARD ROLL	
Element	Rating (1=good, 2=fair, 3=poor)
Hands extended	
Hips elevated	
Tuck throughout	
Head tucked properly	
Stand with control	

C. TEACH THE TEACHER

Divide the class into small groups, and assign each group a specific movement skill. Students decide how to teach the skill. The teacher performs the skill exactly as directed by the students. Groups critique both the teacher's performance and the group's directions. The teacher then modifies the skill appropriately.

[CCWR: 4.4/4.5]

D. WHAT DID I DO?

Set up several movement stations around the gym. At each station, students participate in the activity, then complete a self-reflection questionnaire about the activity. For example, after participating in a throwing and catching activity, students complete the following chart.

CATCH AND THROW			
	I need more practice.	I am getting better.	I am good for my grade/age.
When I use my whole body to throw...			
When I step with my opposite foot...			
When I throw from a distance...			
When I throw to the target...			

[CCWR: 4.3]

Teacher Tip: The next activity requires students to critically observe dance or sport activities. If your school has a dance teacher, involve him/her in the activity. The art teacher can assist students to develop appropriate artwork to complete the lesson.

E. WATCH IT!

Students select a sport or dance activity and form a group with other students who have chosen the same activity. Groups watch a teacher-selected video of the activity and provide comments about the performance. After all groups have viewed and discussed their tape, groups share their observations. Students answer the following questions:

- What did you like or dislike about the performance?
- What movement skills could you identify as part of the activity?
- Did the skills appear to be performed correctly? Why?
- What skills could have been added or deleted?



Variation: Students select a sport or dance program scheduled to be shown on television and watch the presentation with a parent or other adult. Students ask their viewing partner a series of questions (see below), develop other relevant questions, and share the interviews with classmates. Students write a brief description of the program.

SPORT AND DANCE VIEWING: AN OPINION

- Why do you like to watch this activity?
- When did you first start watching it?
- Have you ever played or participated in the activity? When?
- What do you look for in a player or participant?
- What do you think is the most important skill needed for this activity? the most important personal quality?

Variation: Students create a collage of sport and dance figures that demonstrate high skill levels or create a simple sculpture, painting, or drawing illustrating skilled performance in sport or dance.
[CCWR: 3.7/3.15/4.5]

Standard 2.6: Fitness

All students will learn and apply health-related fitness concepts.

Fitness is a state of well-being that allows an individual to participate in daily activities with vigor. Being physically fit reduces the risk of heart disease, hypertension, cancer, and other health conditions related to a lack of exercise. Physical fitness includes both health-related fitness and skill-related fitness. Three *Comprehensive Health and Physical Education Standards* focus on fitness: *Standard 2.1: Health Promotion and Disease Prevention* focuses on the impact of exercise and nutrition on wellness; *Standard 2.5: Movement* focuses on motor skill development and various forms of physical activity; and *Standard 2.6: Fitness* focuses on the components of health-related fitness including cardiorespiratory endurance (efficiency), muscular strength and endurance, flexibility, and body composition.

As a result of technological advances, society has less need to become physically active. Most people do not participate in sufficient physical activity to derive healthful benefits, yet we know the benefits of physical activity are numerous. Participating in fitness activities improves one's sense of well-being by contributing to a positive self-concept, improving one's appearance, and increasing one's stamina. Exercise has a positive impact on energy level and mental health. In addition, many fitness activities provide social opportunities that improve one's quality of life.

The aim of this *Standard* is to develop the knowledge and skills necessary to participate in physical activity on a daily basis. Convincing children to initiate a lifelong habit of exercise is often difficult. Young people rarely have health problems that prompt them to begin exercise programs. Unfortunately, the health effects of early participation in physical activity do not carry over into adulthood unless physical activity continues to be a part of the individual's daily routine. Convincing students to establish healthy exercise habits now and maintain those behaviors throughout life is the real challenge. Students need to experience how exercise benefits them physically, mentally, and socially.

Physical education endeavors to educate students about health-related fitness and the importance of regular physical activity. Students need to understand the reasons why fitness is necessary before they can successfully plan and implement a personal fitness program. The instructional program should support the student's cognitive development as well as his/her motor development.

Performance on physical fitness tests should not be the primary goal of teaching fitness; however, the results of fitness assessments should be used to develop activities that support the development of all students. Instructional programs should focus on a wide range of activities that help students develop appropriate skills, enable them to understand fitness concepts and their application, and foster confidence in and an appreciation of physical activity as a means to wellness. This *Framework* provides numerous activities in support of this goal.

FITNESS COMPONENTS

Indicator 2.6-1: *Identify the components of health-related fitness and describe activities related to each component.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: The school nurse may be able to loan the equipment needed for the next activity. If that is not possible, contact a local college or technical school. Students preparing to enter healthcare fields can assist the children in locating and hearing their heartbeat.

A. LISTEN TO YOUR HEART

For this activity, you need one stethoscope for every two students and alcohol wipes to clean the earpieces. Explain that the heart is about the size of a fist. As students open and close their fists to simulate the pumping motion of the heart, have them describe the location and function of the heart. Explain that the heart is really a very strong muscle and that it needs exercise to stay strong and healthy. Play an audiotape of heart sounds (available from the American Heart Association), and discuss the different sounds. Students chant the “lub-dub” sounds. Demonstrate the use of a stethoscope, then pair students to hear each other’s resting heartbeat. Next, students jog in place for one minute and then try to listen to their partner’s heartbeat again. Discuss the differences (e.g., heart beating faster, moving more blood to the muscles, pumping harder).

[CCWR: 3.7/3.9]

Teacher Tip: Students need to be familiar with basic information about body systems in order for students to understand the concept of *fitness*. Take advantage of opportunities to design lessons that complement and support activities in both health and science.

B. LET’S BE ACTIVE!

For this activity, create a number of movement skill stations. Ask students what it means to be in shape. Write the students’ responses on the board. Write the words **Active** and **Inactive** on the board and ask students to define them. Divide the class into small groups to list and/or illustrate three things they do to keep active and three inactive things they do. Reconvene the class and create a master list. Send each small group to a movement station to become active. Activities at each station are performed to a variety of musical selections. After each group has completed all the stations, reconvene the entire class. Show the class posters or pictures that illustrate activity and inactivity. Students classify the pictures and justify their answers (e.g., it makes your heart beat faster, you use your whole body). Students draw a picture of themselves being active. Post the pictures in the gym or on a bulletin board.

[CCWR: 3.12/4.2/4.9]

Teacher Tip: The following activity requires creative artwork. Ask the art teacher or a few talented older students to assist in the design of the posters. The characters can become mascots for your fitness program, and their likeness can be reproduced on stickers, T-shirts, and banners.

Teacher Tip: Some resources combine muscular strength and endurance, thus producing four fitness components. Be consistent in your definitions.

C. THE FAMOUS FIVE

For this activity, create a series of posters that illustrate each component of health-related fitness. Each component is represented by a character, such as “Flexible Bill” (flexibility) or “B. C. Body” (body composition). Each character should clearly illustrate the fitness concept. Use the posters to teach the concepts, then place the posters on the wall. Each week, students bring in pictures showing people participating in fitness activities. Students place the pictures under the appropriate poster. Use the posters to continuously reinforce the fitness components throughout the school year.

Variation: Create stories about the characters that describe activities related to the fitness component (e.g., Flexible Bill is a gymnast or dancer; B. C. Body describes the relationship between nutrition and fitness). Students provide illustrations for the stories.

Variation: Create puppets that illustrate each component of health-related fitness and have students use them to create an original puppet show promoting fitness.

[CCWR: 3.8/3.12]

Teacher Tip: Some students at this level may have difficulty learning the vocabulary (e.g., *endurance*, *composition*). Students need to know the health-related fitness components by description rather than by specific terms (for example, “heart and lung fitness” may be more appropriate than “cardiorespiratory fitness”). Use symbols, posters, and other visual cues to reinforce the vocabulary.

D. GET FIT!

Create one station for each fitness component. At each station, use posters and pictures to remind students of the fitness component they are working on. Have a stack of colored cards at each station with the fitness symbol on it (e.g., a heart for the cardiorespiratory station) and a different number on the back. Divide the class into five groups, and have each group report to a station. After completing the designated task, each group member gets a card from that station and then moves to the next station. At the end of the circuit, each student should have five different cards. Reconvene the entire class and arrange the students in a circle. Call out a number and a fitness symbol. The student holding that card demonstrates a fitness activity related to that area or answers a simple question about the component. Complete the lesson with a review of the components.

[CCWR: 3.8/3.9/4.9]

FITNESS COMPONENTS

Indicator 2.6-1: *Identify the components of health-related fitness and describe activities related to each component.*

SAMPLE LEARNING ACTIVITIES: 3-4

A. CHART THE HEART

Review how to take and record a radial or carotid pulse. Students take their pulse several times during the school day and at home and graph the results on a chart. (Provide students with graph paper or a simple chart.) Brainstorm a list of times to check the pulse (e.g., upon rising in the morning, while waiting for the bus, after a test, recess, before and after lunch, when watching TV). Students perform this activity for three days, complete the graph, and summarize the results. Discuss the process, the changes in pulse rates, and why the changes occurred.

[CCWR: 3.7/3.12]

Teacher Tip: Students need a basic understanding of the muscles and bones in order to benefit from this activity. Review the names and locations of major muscles and joints. Create posters, signs, and other visual aids to reinforce the names and locations of these important body parts.

B. KEEP GOING

Show students the TV ad for the “Energizer Bunny.” Students describe the ad and the message (the bunny keeps going and going). Explain that students will become Energizer Bunnies — that is, they will develop **endurance**. Ask students to describe someone who is strong. Write their ideas on the board. Explain that it is important to have both **strength** and **endurance**. On one end of the board, write the word “Short” and on the other end of the board write the word “Long.” Connect the two words with a line. Next to the word “Short”, write the word **strength** and next to “Long” write **endurance**. Discuss the differences in activities that support each. Demonstrate several different exercises that work specific muscle groups (upper body, legs, abdominals). Students report to stations to perform exercises that work the various muscle groups. At each station, post signs that describe the activity and the muscles involved. After students have completed the circuit, reconvene the class and show pictures of various activities. Students indicate if the activity is one that requires strength or endurance (e.g., use a picture of marathon runners, an iron cross on rings, a bike race).

[CCWR: 3.7/3.9]

C. MUSCLE OF THE MONTH

Each month, select one major muscle or muscle group (e.g., quadriceps, biceps, abdominals). Describe the location and function of the muscle(s). Relate its function to specific activities, and draw attention to it during those activities. Students should be able to spell it, locate it on a diagram of the human body, and describe how it works.

Variation: Divide the class into small groups, and assign each group a major muscle. Each group reports to the class, describing the muscle's location and its functions, and demonstrates an activity using the muscle.

[CCWR: 3.2/3.8/5.3]

D. FITNESS QUEST

For this activity, you need jump ropes, cones, a Nerf ball and several basketballs. Design a "Fitness Quest" sheet similar to the one below. Review the characteristics of **cardiorespiratory fitness**, **flexibility**, **muscular strength**, and **endurance**. Students perform activities listed on the sheet and name the fitness component measured by each activity. (This can be done in stations or the teacher can lead the entire class through each activity.) After all students have completed the quest, discuss the responses.

FITNESS QUEST	
Activity	Fitness Component
Jogging for three minutes around cones	
Climbing a rope	
Jumping rope for three minutes	
Sitting stretch	
Tag game for two minutes	
Crab legs	
Crunches	
Lower back stretch	
Two on two basketball for three minutes	



[CCWR: 3.1/3.2/3.12]

Teacher Tip: When discussing body composition, be particularly sensitive to those students with low self-esteem related to body image. Students may have an unrealistic perception of body fat, often desiring to be thinner when in fact they are well within normal limits for their age and height. If you perform body fat analysis or measure height and weight, maintain privacy and do not post the results. Refer students with concerns to the school nurse.

E. BODY TYPES

Display posters of the three basic body types—**endomorph**, **ectomorph**, and **mesomorph**. Explain that most people are actually a combination of these body types. Brainstorm factors that contribute to a person's body type (e.g., heredity, diet, exercise). Explain that **body composition** is the amount of fat cells compared to lean cells in the body. Emphasize that everyone needs a certain amount of body fat to maintain certain important functions but that excess body fat (**obesity**) can lead to a number of lifelong problems such as joint problems, diabetes, and heart disease. Explain that body

composition can't be changed in a short period of time. Divide the class into two groups. Each group develops a list of things individuals can do to maintain healthy body weight. Each group ranks the items from 1 (most important) to 5 (least important). Reconvene the entire class and discuss the rankings. From the student lists, vote on the top three things a person can do to maintain healthy body composition.

[CCWR: 3.8/3.12/4.2]

Teacher Tip: Students need to understand the interrelatedness of both health-related and skill-related fitness components and how each aspect influences the other.

F FITNESS SKILLS

Define, discuss, and demonstrate *agility, balance, coordination, reaction time, speed, and power*. Divide the class into groups to develop a list of activities and actions that clearly illustrate one fitness skill. Groups prepare a demonstration for the class (e.g., catching a ball requires coordination; running to first base requires speed; returning a tennis serve requires a quick reaction time). After the presentations, brainstorm other movement activities that support fitness and require the use of one or more of the fitness skills. Post chart paper around the room, and allow students to add other activities to the lists as the year progresses.

[CCWR: 3.2/3.8/4.2]

FITNESS TECHNIQUES

Indicator 2.6-2: *Demonstrate appropriate techniques used in fitness activities.*

SAMPLE LEARNING ACTIVITIES: K-2

A. WHAT'S A WORKOUT?

Brainstorm ways students can keep active. Ask students how many minutes they should be active every day in order to keep healthy. Write **30 minutes a day** on the board, and explain that this recommendation comes from national experts. Explain that those experts also recommend safe and healthy ways to exercise and keep active. Write **5-20-5** on the board. Explain that each 30-minute workout session should have a beginning, middle, and end—just like a good story. Under the appropriate number, write the words *warm-up, workout, and cool-down*. Lead students through each segment of a workout, emphasizing the transition to the next segment and reinforcing why each part is important. Divide the class into three smaller groups. Each group designs an example of one aspect of the workout and shares it with the class.

Variation: Students calculate the number of minutes spent warming up, working out, and cooling down over a one-week or one-month period and graph each segment.

[CCWR: 3.8/3.13/4.2]

Teacher Tip: When introducing the next activity, refer to the 30-minute workout described above. Be sure students understand the phases of a workout before working on pace and content.

B. PACE YOURSELF

Explain that students need to learn how to *pace* themselves, that is, to exercise at the right speed, so they can last the entire 30 minutes without quitting. To experience this concept, design a simple circular running area, about 200 yards in length. Students run continuously for a specific time around the course (four to five minutes). Students may run with friends. Every time a student passes the starting point, hand him/her a popsicle stick or poker chip. At the end of the designated time, each student counts the number of sticks or chips. Allow a rest period and then repeat the exercise. The goal is to receive the same amount of sticks or chips on the second run as on the first. After all students have completed the second run, discuss the results and emphasize pacing.

Variation: Students predict their own performance (the number of times completing the course) and compare results.

[CCWR: 3.3/3.9/4.11]

C. COUNT TO 10 AND STRETCH

Create illustrations of various stretching exercises, laminate the pictures, and hang them around the gym. Each student needs a small mat or carpet square to create self-space. Demonstrate a simple stretch, then have students imitate your actions. As you demonstrate each stretch, explain the importance of performing each stretch slowly. (Have the students count to 10 to establish a rhythm.) Students move to a stretch station (one of the posters on the wall) and try to copy the stretch illustrated on the poster. Circulate to ensure students are performing the movements correctly and counting to 10. Reconvene the class, outline the important points on the board, and lead the class in one final stretch.

Variation: As you show each illustration, the entire class stretches together. Repeat this activity on a regular basis to emphasize appropriate stretching techniques.

Variation: Students list the times and places when stretching might be performed (e.g., when they get out of bed in the morning, after sitting at their desk for a long time) and demonstrate those kinds of stretches.

[CCWR: 3.2/3.12/5.1]

D. IT'S A SMALL WORLD

Explain the concept of *aerobic endurance*—the heart, lungs, and muscles can perform exercise over a long period of time. Students participate in regularly scheduled activities designed to increase their endurance, performing a specified locomotor movement (e.g., run, walk, skip) over a measured pathway. Gradually increase the duration of the activity over time. As part of the activity, students choose to “travel” to a popular resort area or city, compute the mileage necessary to reach the destination, and log the number of miles of locomotor movement attained. Students display their journey on a large classroom map.

[CCWR: 2.6/3.4/3.12]

E. FLEX AND STRETCH

For this activity, you need one piece of taffy or a Tootsie Roll for each student. Place the candy in

the refrigerator for a few hours and don't take it out until just before class. Give each student a cold piece of taffy. Tell them to try and stretch the candy. (It will be difficult because it is cold.) Instruct the students to hold the taffy tightly in their hand and move about the play area. After about five minutes of activity, students stretch the taffy (it should be easier this time because the taffy is now warm). Relate this to the need to warm up muscles prior to exercise.
[CCWR: 3.2/3.7/3.12]

FITNESS TECHNIQUES

Indicator 2.6-2: *Demonstrate appropriate techniques used in fitness activities.*

SAMPLE LEARNING ACTIVITIES: 3-4

A. HARMFUL EXERCISES AND SAFE ALTERNATIVES

Develop a series of illustrations that depict safe and harmful ways to perform certain exercises (e.g., forward lunge vs. deep knee bends, curl-ups versus straight leg sit-ups). Show each picture and have the students select the picture that illustrates the safe method. After reviewing the illustrations, post them on the wall. Students circulate to each area and correctly perform the exercise.

Variation: Place a deck of cards at each station. Each student selects a card from the deck and correctly performs a designated exercise according to the value of the card.
[CCWR: 5.1/5.3]

Teacher Tip: Students need an understanding of the terms *aerobic* and *nonaerobic* (or *anaerobic*) prior to this activity. They also need a basic understanding of the cardiorespiratory system and the body's need for oxygen.

B. PACE YOURSELF

For this activity, you need a playground ball, four cones, and a stopwatch. Use the cones to set up a 200-yard circular course. Review these important concepts prior to the activity:

- Aerobic exercise requires the heart and lungs to work hard.
- Aerobic exercise requires continuous movement and lasts longer than 90 seconds.
- Aerobic exercise increases the supply of oxygen to the muscles.
- Not all activities are aerobic.

To keep the important concepts visible during the activity use posters, leaning placards, or large cards. Divide the class into two teams, and play a short game of kickball (one inning). After the one-inning game, students run/walk the 200-yard course. Students begin various starting points along the course and move at a comfortable pace, keeping in constant motion the entire time period.


(Establish a set time period for the class based on the age/grade levels.) Students compare the two activities using the following questions and complete a journal entry describing the differences between aerobic and nonaerobic (or anaerobic) activities.

1. Which activity required your heart and lungs to work harder? Why?
2. Are the two activities similar?
3. How much time did you spend moving when playing kickball?

[CCWR: 4.9/4.11]

C. WINNING WARM-UPS

Flexibility exercises are an essential part of any fitness routine. These movements get the body ready for exercise by supplying oxygen to the muscles. Ask how many students warm up before playing soccer, baseball, or another physical activity. Compare the students' warm-up routines with the routines professional athletes perform prior to each game (e.g., baseball players toss the ball and forth, tennis players rally with an opponent, gymnasts practice approaches to apparatus). Show students a video of professional athletes warming up prior to a game. Explain that athletes use both general and specific exercises to warm-up. Divide the class into groups of four. Give each group a sports magazine (e.g., *Sports Illustrated*, *Runner's World*). Each group selects pictures of an individual participating in a particular sport. Provide students with a handout (see sample below) to guide them in the development of a simple warm-up for the player in the picture. Students draw the exercises, write a description of each activity, and then demonstrate the correct warm-up for the chosen sport.

WARMING UP	
<p>Sport: Soccer</p> <p>Primary Body Parts Used in the Sport: Legs</p> <p>Stretching Activities Describe three specific exercises that stretch the joints used in the sport.</p> <ol style="list-style-type: none"> 1. Sitting stretch 2. Single leg tuck 3. Calf stretch <p>Reduced Speed Activities Skill Warm-up</p> <ol style="list-style-type: none"> 1. Passing soccer ball in pairs 2. Dribbling soccer ball across the field 3. Shooting at the goal, concentrating on accuracy 	

[CCWR: 3.1/3.2/3.13/5.1]

D. GUIDING PRINCIPLES

List each of the following words on the board. Instruct students to put one word at the top of each page in their notebook. Below the word, students write the definition of each term (provide the definition).

- *Warm up*
- *Cool down*
- *Progression*
- *Frequency*
- *Specificity*
- *Overload*
- *Intensity*

Each day, demonstrate and discuss examples of one of the vocabulary words. Students participate in the activity and note the examples in their notebook. On a regular basis, students define the terms and demonstrate the principle using one of the examples listed in their notebook.

Variation: Create a graphic organizer to help students define the terms. Students use the organizer to determine when to use the principle and apply it to a number of movement activities.

Variation: Students develop concept maps that define the FIT Formula (or FITT Formula). Develop comparison/contrast webs to illustrate the similarities and differences in aerobic and anaerobic activities.

[CCWR: 3.8/3.9/3.13]

Teacher Tip: Discuss the concepts of *overload*, *progression*, and *endurance* and be sure students understand the concepts before initiating the next activity.

E. CRANK IT UP

Each student takes his/her pulse and records the resting heart rate. Students walk the beat of selected music for about 30 seconds and then take their pulse a second time. Students experience the ***principle of overload*** (working harder than usual) by walking again at the same pace but this time they add big arm swings to the walking pattern. Once again, after 30 seconds, students stop and record their pulse. Next, students jog for 30 seconds, take their pulse and record it, then add vigorous arm motions to their jogging pattern. Once again, students take and record their pulse. Students compare the data collected and draw conclusions. Ask: “How does this activity demonstrate ***overload*** and ***progression***? What happened to your heart rate? Why?”

[CCWR: 3.6/3.7/3.12]

FITNESS AND WELLNESS

Indicator 2.6-3: *Describe how fitness activities enhance wellness.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Relate these activities to lessons on body systems, nutrition, and stress management found in *Comprehensive Health and Physical Education Standards 2.1 and 2.2*.

A. HEALTHY BODIES

Divide the class into several small groups, and assign each group a part of the body (e.g., heart, lungs, muscles). Each group lists or illustrates two ways that being active keeps the body part healthy. Reconvene the entire class and list the ideas on the board. Students create an “Active Me, Healthy Me” bulletin board display, illustrating the ideas generated in their groups.

Variation: Each week, teach a new exercise that focuses on a different part of the body.
[CCWR: 3.9/3.15]

B. FITNESS BENEFITS

Create a series of posters that illustrate the benefits of being active. Display each picture and ask students to describe the action and how the person in the picture might be feeling. Relate this to the benefits of activity. Examples of pictures might include:

- A smiling child running (feeling free and happy)
- A group of people engaged in a game or sport (having fun)
- A figure skater, dancer, or gymnast performing (graceful, powerful)

Variation: Students bring in pictures from magazines or newspapers that illustrate the benefits of being active and create a class collage or bulletin board.
[CCWR: 3.7/3.8/3.15]

C. HOW DO YOU FEEL WHEN YOU EXERCISE?

Ask students: “How do you feel when you exercise? when you are active?” Write all responses on the board. (Make sure every student gets to answer, even if the response is negative.) Divide the class into two groups. One group selects all the responses that are positive, and the other focuses on the negative responses. In each group, students compile a list. Discuss the results and clarify responses. (There should be more positive responses than negative ones.) Emphasize that movement and activity are important for good health.

Variation: Divide the class into small groups to develop a list of physical activities that are beneficial to health. Share the lists and discuss. Students complete the following statement in their journal: “Being active is good for me because...”
[CCWR: 3.1/3.10/3.12/4.2]

D. ACTIVE AND LOVIN' IT

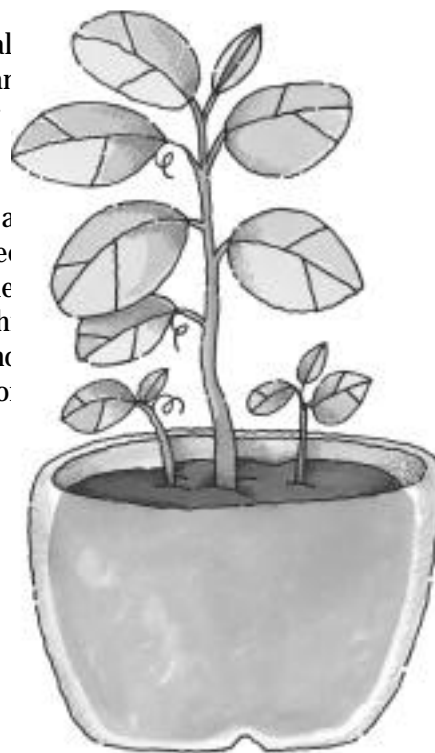
For this activity, you need two separate play areas. Send half of the class to one side of the gym, and tell them to perform a designated movement activity that will increase their pulse and breathing rate (e.g., jump rope). The other half of the class dribbles a ball and moves within boundaries. Students perform these activities for about five minutes and then switch. After the two activity sessions are completed, review the concept of being active and its relationship to a healthy heart and lungs. Note other benefits of exercise. Ask: "Does performing these activities require more energy than working at your desk or watching TV? Why?" Emphasize that when you are active, your heart beats faster, you sweat, and you breathe faster. After the discussion, students play a pacing game, a running activity that requires students to keep a steady pace for an extended period of time. Students jog, walk, or perform some other locomotor movement. After the pacing exercise is completed (during the cool down period), talk with students about being active. Ask: "What does being active do for our bodies?" Review the benefits of fitness activities.

Variation: Students create a poster illustrating the benefits of being active and complete a journal activity triggered by "I am active because..." or "My heart is healthy because I like to..."
[CCWR: 3.9/3.14]

E. USE IT OR LOSE IT

Compare the maintenance of strong muscles to growing a healthy plant. Brainstorm what is needed to have a plant grow strong and healthy. Begin with two healthy plants. Give one the proper amounts of water, food, sun, and air. Neglect the other one. Students observe the plants each day and record the results. After several days of neglect, the one plant should look droopy and weak. Ask students what might happen to them if they neglect their bodies. Lead students to the effects of inactivity on muscle (emphasize that the heart is a muscle). Explain that because children are capable of movement and their muscles help them to move, they must also exercise to keep their body in shape. Students complete the activity by writing three things they can do to keep healthy and fit.

[CCWR: 3.6/3.7/3.8/3.12]



FITNESS AND WELLNESS

Indicator 2.6-3: *Describe how fitness activities enhance wellness.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Additional activities that support healthy behavior and wellness may be found in *Comprehensive Health and Physical Education Standards 2.1. and 2.2.*

A. HEALTHY HEART OBSTACLE COURSE

Review the terms *aerobic*, *anaerobic*, and *endurance*. To illustrate these concepts, students participate in an obstacle course that simulates the cardiovascular system. Students begin on two mats that represent the lungs. Students move to an area that represents the heart and then get “pumped” through the arteries. Use tunnels or tubes to simulate the blood flow through the vessels. Students return to the lungs and repeat the circuit, answering simple questions about the circulatory system.

Variation: Mark an outline of the heart, lungs, head, feet, and arms. The outline should be as large as a basketball court. Students follow the flow of blood through the body. Use large cards or posters to assist students in their travel. Each card describes a significant fact or interesting idea about the circulatory system. Students can jog through the system and skip sideways through the valves in the heart. Emphasize the positive benefits of exercise.

[CCWR: 3.2]

B. ACTIVITY LOG

For one week, students keep a physical activity log. Students enter information on the type of activity performed, how long it was performed, and the relative intensity of the activity (rated high, medium, or low). After collecting data for one week, students graph and summarize the results. For example, a student might play soccer each day for one hour at a medium level, play kickball twice at a low level, and run one time at a high level. Students share the results of their logs and discuss ways to improve their activity levels.

Variation: Students keep an activity log and then categorize the activities by fitness component.

[CCWR: 3.8/4.9]

Teacher Tip: The next activity shows the relationship between caloric intake and exercise. When coordinated with other nutrition activities, the activity lets students compare snack choices and encourages them to make healthy snack selections. Be advised that some students may have health problems that will prohibit them from eating the food items used in this next activity.

C. ONE M&M = ONE FOOTBALL FIELD

Set up cones 40 meters apart on a 400-meter track (or large open area). Each student eats a three-inch carrot stick and then walks the distance required to burn up the calories from the carrot stick

(walking 40 meters burns two calories; the carrot stick has about 10 calories). After students complete the walk, discuss the actual caloric value of the carrot and other “snack” foods. Listed below are caloric values of other foods that can be used for this activity.

one M&M = six calories = three cones three-inch celery stick = two calories = one cone

After the activity, students describe what happens to body weight if the body burns more calories than are taken in or if more calories are taken in than are used.

[CCWR: 3.3/3.12]

D. FITNESS SURVEY

Students develop a five-question survey about fitness and being active, similar to the one below.

SAMPLE SURVEY: FITNESS

- What kind of physical activity do you most like to do?
- What kind of physical activity do you least like to do?
- What three words describe how you feel when you exercise?
- What has exercise done for you?
- How often do you exercise?

Divide the class into several groups, each assigned to poll a specific target population (e.g., teachers, parents, first graders, high school students). Each group compares the survey results to their own group responses to the same survey questions. Students compare the class results, looking for similarities and differences and develop a comparison/contrast map to illustrate the project.

[CCWR: 3.1/3.3/3.8/3.12]

E. THE FITNESS ROAD TO WELLNESS

Create a station activity “A Road to Wellness,” which allows students to experience how being active contributes to overall wellness. At each stop along the road, students “refuel” by performing a particular fitness activity or by answering questions about fitness and good health. Stations should include a relaxation stop, a hydration stop, and a nutrition stop in addition to stations for strength, flexibility, endurance, and cardiorespiratory fitness. Students receive a special card or chip for each successful refueling until they reach the end of the road where they exchange the chips for a wellness token. The token can be exchanged for classroom privileges, treats, or a simple reward.

[CCWR: 4.1/4.3/4.9]

F. AEROBIC CHOICES

Review the differences between *aerobic* and *nonaerobic (anaerobic)* activities. Explain that every sport or exercise has some value but that some are better than others for developing the heart and lungs (*endurance* and *cardiorespiratory fitness*). Develop a handout that requires students to compare aerobic and nonaerobic activities. (A sample is shown below.) If the activity includes continuous motion, can be played for 15 to 20 minutes, and uses the large muscles of the body, students place an “A” next to the activity (A = aerobic). Students write “N” next to the activities that are non-aerobic. If an activity seems to fall in between, students place an “AN” next to it. After labeling the activities, students transfer the names to a Venn diagram. Discuss the diagrams, add new ideas to the lists, and reemphasize the importance of being active.

AEROBIC CHOICES			
Swimming	Baseball (pitcher)	Soccer (field player)	Watching TV
Basketball	Bicycling	Soccer (goalie)	Jumping rope

[CCWR: 3.9/3.12/3.13]

FITNESS PARTICIPATION

Indicator 2.6-4: *Participate in health-related fitness activities.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Fitness activities are great for the entire family. Plan activities throughout the school year that support family participation. On weekends, sponsor family hikes at local parks or historic sites. Plan a family wellness night that encourages student/adult interaction, cooperation, and fun. Involve parents and community members in annual field day events or multicultural celebrations that involve fitness activities.

A. WHO'S GOT MUSCLE?

Begin this activity by asking: "Who's got muscle?" (Students will name super heroes, TV or movie stars or athletes.) Point out muscles in the arms, legs, etc. Next, have students participate in a variety of muscular strength and endurance tasks. If you have permanent playground equipment, such as a horizontal ladder or monkey bars, use them as stations. Establish several stations and review the activity to be performed at each station. Divide the class into small groups and begin one group at each station. Rotate stations every two to three minutes. After all students have completed the fitness tasks, reconvene the group and discuss how they used their muscles.

Variation: Create a series of cards with specific strength and endurance tasks illustrated on them. Distribute one card per student. On signal, students perform the task and then trade cards with another student. Continue until all students have performed several tasks, then stop and discuss the use of specific muscles for each task.

[CCWR: 3.9]

Teacher Tip: The next activity is a walk, not a run; emphasize correct walking technique.

B. LET'S START WALKING

The purpose of this activity is to have everyone walk one mile. Use a specific walking course or the high school track. If you use the track, give each student a popsicle stick or chip to keep track of each lap. At the end of the mile, discuss the benefits of walking (e.g., better health, breathing fresh air, looking at nature).

Variation: Invite parents and community members to walk with the class. Students develop a family/friends walking program and keep a log or diary of their walking experiences.

Variation: Measure the number of “laps” around the school building needed to walk one mile. During the walk, students can clean up the school yard and deposit trash into the appropriate containers.
[CCWR: 4.1/4.3/4.9]

C. IT ADDS UP TO FITNESS

For this activity, create math facts cards appropriate for the grade level (e.g., $2+3$, $5-2$). Establish 10 stations that require students to perform various fitness tasks and place several cards at each station. Divide the class into small groups and have students line up in the order of their birthdays. The position of leader rotates in that order with each station change. As each group rotates to a new station, the leader selects a math card and solves the math problem. The group must perform the designated exercise the number of times indicated by the answer. For example:

Problem	Activity
$10 - 5 = 5$	Students perform 5 crunches.
$12 + 3 = 15$	Students perform 15 bench steps.

[CCWR: 3.13]

E. FITNESS GRAB BAG

For this activity, write specific fitness activities on pieces of paper, then fold and place the paper slips in a paper bag. One at a time, students select a piece of paper from the bag and read the task to the class. Each student rolls dice (or uses a game spinner) and announces how many times the activity must be performed. When the task is completed, the next student selects a new task and rolls the dice. Older students may perform the number of repetitions indicated by adding the results of the throw; younger students, the face value of the throw.

Variation: Instead of rolling dice, use a deck of cards. Students perform the task based on the face value of the card.

[CCWR: 3.13]

Teacher Tip: Align the following activity with lessons in all other content areas. The library media specialist can assist students with the research for this project. In social studies, students select their destinations and create a map; in language arts they keep a diary of their journey; in art, they create a visual log of the trip; in math, they compute the number of miles traveled; in science, they examine the natural environment of their destination; and in world languages, they learn about the language and customs of the country they “visit.”

F. JOG AROUND THE WORLD

Students jog a simulated trip to their state capital, a local historic site, or another state or country. Students use print and Internet resources to plan their trip. Use a large map to plot the path and number of miles the class or school travels.

[CCWR: 2.6/2.7/3.15/4.2]

FITNESS PARTICIPATION

Indicator 2.6-4: *Participate in health-related fitness activities*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: For students at this grade level, paired activities work best when you try to match the gender, size, and developmental level of the participants.

A. CARDIAC KIDS

For this activity, you need a large, open play area and a number of cones, preferably of different colors. Use the cones to delineate several different pathways for the following activities to be done in pairs. The student pairs move quickly and work together to complete the activities correctly. After all students have completed the course, discuss the problems encountered and how students solved any problems.

- Skipping, holding hands
- Follow the leader (hop/skip or similar combination)
- Cone slalom with hands on shoulders
- Sideways shuffle with hands on hips
- Three-legged walk

[CCWR: 4.2/4.3/4.5]

B. IT'S IN THE CARDS

Students participate in a series of fitness runs (vary the distances). Create several checkpoints along the way. At each checkpoint, runners get a playing card. At the end of the run, the player with the best “poker” hand (or highest point total) wins the run.

[CCWR: 5.3]

Teacher Tip: Use creative ways to designate leaders for group activities. Even young students can “apply” to become a team leader. Organize teams by birthday month or create teams by eye or hair color. Have students roll a die or select a card to determine team leader sequence. Organize teams by clothing color, street name, or house or apartment number. Be sure all students have opportunities to be leaders and followers.

C. FOLLOW THE LEADER

Divide the class into groups of five to seven students. One team member starts as the leader of the group and leads his/her team on a creative running pattern. At the whistle, the team leader drops back and the next person moves up to be the leader. Discuss what needed to happen each time a new leader took over.

[CCWR: 1.1/4.2/4.7]

D. RUN TO THE FRONT

Set up groups of four to six students with similar aerobic endurance and pacing speed. Each group walks around the track or course in single-file formation. When the whistle sounds, the person at the end of the line runs to the front of the line and resumes walking. During the course of the activity, change the locomotor skill from walking to jogging to skipping or some other skill. Stagger the starting points for the groups and be sure that everyone has a chance to lead. After 15 minutes of this activity, reconvene the entire group and discuss the body parts used in this activity, how the group worked together, and the concept of pacing. Emphasize that this activity is an example of aerobic endurance.

[CCWR: 1.1/4.2/4.7]

E. CROSS TRAIN

Explain that ***cross training*** is a way to improve ***strength*** and ***cardiorespiratory fitness***. Students stretch and warm up the upper and lower legs (e.g., stride jumpers, leg extensions, heel lifts, 10 jumps higher). Divide the group into pairs. One student times while the other performs the designated tasks. While being timed, students participate in four tasks in this order: two laps around the field or play area; 50 sit-ups; 100 jumps with a rope; and 20 push-ups. When all the tasks are completed, the student sprints to the finish line. Students switch roles and perform the designated tasks.

Variation: Students participate at stations rather than in pairs.

Variation: Repeat this activity on a regular basis. Students graph their results, set goals for improvement, and evaluate their attainment of the goals.

[CCWR: 4.1/4.3/4.11//5.3]

FITNESS GOALS

Indicator 2.6-5: *Develop and attain a personal fitness goal to improve performance.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Fitness testing can be used to provide a student with appropriate challenges, to individualize a student's educational program, and to assist the student to develop realistic and attainable goals based on his/her fitness level and health status. Fitness testing should not be performed merely to reward student success. The results of fitness testing can be used to structure the instructional program for all students.

A. RUN FOR THE GOAL

Establish a 200-yard circular running course. Each time a student passes the starting point, he/she receives a sticker. At the end of four minutes, students count the number of stickers received. Repeat the exercise in subsequent classes, and have students predict how many stickers they will receive. Students should strive to increase the number of stickers (thus the number of laps) with each class attempt.

[CCWR: 4.1/4.3/4.11]

B. SUCCEED!

Develop a series of cards that describe activities beginning with the letters in the word SUCCEED. Set up seven stations, one for each letter. Students circulate to each station, draw a card, and perform the exercise or skill named or illustrated on the card. If they perform it successfully, they keep the card and move on. Each student must be able to spell SUCCEED with their seven cards. Each student submits the SUCCEED cards to the teacher who issues them a challenge card. The challenge card instructs the student to perform one of the designated tasks again and to meet or exceed the number of repetitions already achieved. Ideas for challenge cards might include:

Sit-ups = 17
 Under and over = 5 bridges
 Cross-country skier = 10
 Crunches = 8
 Extensions, leg = 10
 Exercise of choice = 5
 Dribble and dunk jump = 10

Variation: Develop cards that have three levels of repetitions. The first time the student does the circuit, he/she completes the first level then progresses to the next higher level each time the circuit is repeated.

[CCWR: 4.1/4.3/4.9]

Teacher Tip: Many variables contribute to the attainment of fitness goals. The student who routinely scores well may begin to see little improvement. Students with health problems may find it more difficult to improve. Student achievement can be based on setting reachable goals and completing the task needed to reach those goals.

C. SCORE A GOAL FOR FITNESS

Create a list of possible fitness goals—some realistic for students at this level and some that are not. Divide the class into five groups. Each group decides which goals are appropriate for students their age. Reconvene the class and create a class list. Have the class vote on the top five goals. Assign one goal to each group. The group decides how to attain the goal and then presents its ideas to the rest of the class. After discussion, each student selects one personal fitness goal he/she would like to achieve and writes or illustrates three things to help accomplish the goal.

Variation: Use fitness testing results to assist students to pick a goal and develop a simple plan for improvement. Students record progress in a weekly log and adjust the goal based on their progress.

Variation: Group students who selected similar goals. Students assist each other in reaching the goal.

[CCWR: 4.1/4.2/4.3]

FITNESS GOALS

Indicator 2.6-5: *Develop and attain a personal fitness goal to improve performance.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Students should be encouraged to participate in home and community activities that support the achievement of their fitness goals. Before summer vacation, have each student write a summer fitness goal. Encourage students to keep track of their goal over the summer. Review their progress when school starts in the fall. Wellness is a lifelong pursuit, not just a physical education activity.

A. PERSONAL GOAL SETTING

Early in the school year, students participate in a health-related fitness test. Before releasing the test results, discuss personal improvement efforts and how you plan to help students achieve their goals. Share the test results and assist each student in developing one or two goals to be achieved by the end of the year. Provide students with a goal sheet similar to the one below.

FITNESS GOALS			
Activity	Results	Goal	Plan to Achieve Goal
Mile Run	12:20	12:00	<ul style="list-style-type: none"> ■ Run in PE 3 times per week ■ Run with dad on weekends

[CCWR: 4.1/4.3/4.4]

B. HIT THE TARGET

This activity enables students to predict their performance on a number of fitness activities and to use that information to set and refine goals. Develop a fitness task sheet similar to the sample below. Each child begins by making a prediction of the number of exercises he/she can perform in one minute, then performs the exercise for one minute and notes the actual number of repetitions performed.

Exercise	Prediction	Performance	Revised Goal	2nd Try
Push ups				
Mountain climbers				
Sit-ups				

Students answer the following questions:

- Were the goals too easy or too difficult? Why?
- Did setting a particular goal help to achieve the target? Explain how it helped.
- What factors influenced your performance?
- What is most important: reaching the goal or making an improvement?

Discuss the student responses and repeat the activity.

Variation: Modify this activity for use with running and walking activities.

[CCWR: 4.1/4.3]

C. TOGETHER IN FITNESS

Administer a health-related fitness test early in the school year. Total the number of scores for each test item for each grade level. Work with the students in each grade to develop a grand total goal for the repeat test later in the school year. Students calculate the improvement each student needs to make in order to achieve the grade level goal. (For example, during fall testing the fourth grade completes 500 curl-ups. Their grade level goal for the spring test is 750 curl-ups.) Strategize with each class to decide how best to achieve this goal. Set aside a day in the spring to retest the students, total up the scores, and celebrate the achievement of the students' goals.

[CCWR: 4.1/4.2/4/3]

D. PARTNER PASS

Divide the class into pairs. Give each pair a ball. Assume the sit-up position and facing each other with toes touching, students simultaneously perform a sit-up and pass ball to their partner. Challenge the students to set their personal best record for continuous partner pass sit-ups without throwing or catching errors.

[CCWR: 4.1/4.2]



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